

Accountability Report Transmittal Form

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UNIVERSITY OF SOUTH CAROLINA SUMTER



Annual Accountability Report Fiscal Year 2005-2006

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Executive Summary

I.1. MISSION AND VALUES: USC SUMTER MISSION STATEMENT

University of South Carolina Sumter Full Mission Statement located at:

<http://www.uscsumter.edu/about/mission.shtml>

Abbreviated Mission Statement:

(Approved by the USC Board of Trustees April 23, 1998)

The University of South Carolina Sumter has as its mission to provide higher education and intellectual leadership for the Sumter area. USC Sumter emphasizes excellence in instruction, scholarship, public and professional service, and creative endeavor which enrich the classroom experience. The campus recruits students prepared to begin or planning to complete a baccalaureate level of education. Through its own associate degrees and cooperative bachelor degrees, USC Sumter currently offers a wide variety of educational options to its service area. The campus also fosters cultural diversity and freedom of thought in its students, an emphasis that encourages the development of the whole person.

I.2 Major achievements from past year:

The Relationship of the Mission Statement to the Vision:

The focus of the mission statement is to provide the opportunity for higher education to the citizens of the five county service area. The vision statement reflects a natural evolution for USC Sumter as it endeavors to fully provide that opportunity.

Current progress toward the Vision Statement:

USC Sumter has several areas that require improvement before fulfilling its vision of becoming the next four-year campus of the USC system. The faculty, staff, and administration are keenly aware of these needs and are making progress toward fulfilling them. USC Sumter has revised the campus goals as they are outlined in this document to better and further address these issues.

I.3 Key Strategic goals for the present and future years—<http://www.uscsumter.edu/ir/strategic.shtml>

USC Sumter has determined that the following long-term goals will allow the campus to progress substantially toward the achievement of the stated vision and mission.

1. The University of South Carolina Sumter will strengthen its ability to offer a program of high quality learning experiences, through a continued commitment to a tradition of teaching excellence and co-curricular activities, for the completion of associate degrees, joint programs, cooperative bachelor degrees, Palmetto Programs, and eventually the campus's own bachelor degrees.
2. The University of South Carolina Sumter will enhance and expand its student recruitment and retention programs in order to increase headcount and FTE enrollments.
3. The University of South Carolina Sumter will support and encourage the scholarly pursuits of its faculty.
4. The University of South Carolina Sumter will support and encourage the pursuit of research and other types of grants from internal and external sources.
5. The University of South Carolina Sumter will continue to seek greater financial support from local and state governments, as well as private resources.
6. The University of South Carolina Sumter will continue to develop and improve its physical plant and related campus infrastructure as outlined in the campus master plan.

I.4 OPPORTUNITIES AND BARRIERS THAT MAY AFFECT THE organization's success in fulfilling its mission and achieving its strategic goals

Opportunities:

The University of South Carolina Sumter periodically conducts a SWOT analysis (Strengths, Weaknesses, Opportunities & Threats). Most recently SWOT analyses were undertaken in 2002 and in 2004 through the Marketing and Public Relations Committee. These studies were designed to inform strategic marketing initiatives. The analysis in 2002 was conducted by Vitalink Communications and in 2004 by ESE Marketing. The results of the two studies were remarkably consistent and are noted in the charts below.

Vitalink 2002

Strengths	Weaknesses	Opportunities	Threats
Part of USC System	Lack of brand identity	Brand strengthening	Projected decline in eligible students
Name recognition	Confusion of USC Sumter and Central Carolina	Four-year status	Increased competition
Reputation	Lack of four-year programs	Marketing affordability	K-12 education not preparing students for higher education
Small Classes	Mixed messages		Not supporting the change effort financially
Affordable	Building outdated		Military uncertainty
Four-year programs	Conditions at Shaw Center		
Credit Transfer			

ESE Marketing

Strengths	Weaknesses	Opportunities	Threats
Part of USC	Lack of strong brand identity	Four-year status	Increasing Competition
Affordable	Unclear message	Build community awareness	Blending with CCTC
Location	Cost to attend	Business & community partnerships	Military uncertainty
Transfer credits	Proximity to CCTC	Solidify unique selling proposition	Admission standards
Small campus – small classes	Doesn't look upbeat – vague image	Consistency of message/look	Not attaining four –year status
Excellent faculty	Not four-year	Cultivate guidance counselors	
Expansion possibilities		Springboard to higher education	
Partnership Board, Community Leaders		More effectively communicate benefits of attending a university	
Existing Students & Alumni			

I.5. How the accountability report is used to improve organizational performance:

The Accountability Report will serve as the foundation for USC Sumter's "managing by the measures." The Accountability Report will be aligned with the annual strategic planning process, thus serving as the instrument to connect the strategic goals and the mission to the performance evaluation, agency operations and information systems, customer focus, and the business results. The Accountability Report will be shared and reviewed through the USC Sumter Faculty Senate, the USC Sumter Staff Organization, an annual Fall Dean's "Welcome Back Meeting", the USC Sumter Associates, and various agency venues.

Organization Profile

II. 1. The main educational programs of USC Sumter are the Associate in Arts and the Associate in Science degrees. These are delivered predominately on-site through coursework and through extra-curricular activities. Modern technology is integrated into these programs when appropriate.

In addition, USC Sumter makes additional degree programs available through cooperation with other campuses of USC. Through cooperation with USC Columbia, the Bachelor of Arts in Interdisciplinary Studies degree is offered. Through USC Aiken, the Bachelor of Science in Business Administration with a concentration in Management is offered. Through USC Upstate, the Bachelor of Arts degree in Early Childhood and the Bachelor of Arts degree in Elementary Education are available. Both traditional on-site classes and distance education formats are used in these cooperative programs. On an on-demand basis, an RN to BSN completion program is available through USC Upstate.

II.2. USC Sumter's key student segments, stakeholder groups, and market segments

Key Stakeholders	Key Success Measures
Students	Retention & Graduation rates; Student Satisfaction; Transfer-out Success
Alumni and Friends	Alumni Satisfaction; Donations and Contributions
Employers, Business and Industry	New Programs and Services
Community	Enrollment Goals; Community Service/Involvement; Transfer-in Success

II. 3. USC Sumter's operating locations are:

- ✿ USC Sumter Main Campus
- ✿ USC Sumter Shaw Air Force Base Campus located in the Base Education Center
- ✿ Sumter High School
- ✿ Thomas Sumter Academy
- ✿ Cardinal Newman High School
- ✿ Expanding to new locations for Fall 2006

II. 4. The regulatory environments in which the University of South Carolina Sumter operates include:

- ✿ One of 4 regional campuses of the University of South Carolina
- ✿ USC Sumter is one of 33 South Carolina public institutions who are regulated by the South Carolina Commission on Higher Education
- ✿ Southern Association of Colleges and Schools (SACS) – under the umbrella of USC Columbia
- ✿ The operation of certain programs (Education, Business Administration) are affected by the National Council for Accreditation of Teacher Education (NCATE) and the Association to Advance Collegiate Schools of Business (AACSB)
- ✿ Occupational Safety and Health Administration (OSHA)
- ✿ Environmental Protection Agency (EPA)
- ✿ South Carolina Labor, Licensing & Regulations (SC-LLR)
- ✿ Americans with Disability Act (ADA)
- ✿ Department of Health and Environmental Control (DHEC)
- ✿ State, County, and City fire codes and building codes

II. 5. The governance system is complex. USC Sumter reports to USC through the Vice-Provost for Regional and Continuing Education. The Vice-Provost reports to the Provost. The Provost reports to the President. The President reports to the Board of Trustees. The University of South Carolina operates the campus under contract with the Mid-Carolina Commission for Higher Education. In addition, a separate system of faculty governance (the Regional Campuses Faculty Senate) exists that has authority in curricular matters, including admissions and graduation requirements.

II. 6. The University of South Carolina's Sumter's key suppliers and partners are:

- ✿ Students
- ✿ Alumni & Friends
- ✿ Employers, Business & Industry
- ✿ Community & Feeder Schools
- ✿ USC Columbia
- ✿ South Carolina Lottery Commission
- ✿ US Department of Education

II. 7. The University of South Carolina Sumter's key competitors are:

- ✿ Tuition Price associated with the South Carolina Technical College System
- ✿ Tuition Price associated with out-of-state institutions licensed to operate "bare bones" programs in South Carolina (St. Leo and Troy State)
- ✿ Main senior campus residential experience
- ✿ Business & Industry
- ✿ Military
- ✿ Morris College
- ✿ South Carolina State University

II. 8. The University of South Carolina Sumter's principal factors which determine competitive success:

- ✿ Price & Quality
- ✿ Customer Service
- ✿ Increasing the availability of 4-year degrees in the regional area
- ✿ Tuition increases due to budget cuts

II. 9. The University of South Carolina Sumter's key strategic challenges are:

- ✿ Fixed cost
- ✿ Tuition increases to cover increased costs and budget cuts
- ✿ Maintain competitiveness in the national faculty hiring market

II. 10. The University of South Carolina Sumter has various performance improvement systems which include:

- ✿ Satisfaction surveys from various student service areas (Orientation, Advisement, Financial Aid, and Student Life)
- ✿ Course Evaluation Surveys
- ✿ Faculty Evaluation System
- ✿ Staff Employment Performance Management System (EPMS) Evaluation
- ✿ Future implementation of Faculty/ Staff Satisfaction Surveys

II. 11. Accountability Report Appropriations/Expenditures

USC Sumter Base Budget Expenditures and Appropriations

	04-05 Actual Expenditures		05-06 Actual Expenditures		06-07 Appropriations Act	
Major Budget Categories	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$4,902,489	\$3,160,041	\$5,055,438	\$3,286,443	\$5,863,184	\$3,286,443
Other Operating	\$4,569,175	\$0	\$4,700,480	\$0	\$5,954,766	\$0
Special Items	\$0	\$0	\$0	\$0	\$0	\$0
Permanent Improvements	\$0	\$0	\$0	\$0	\$0	\$0
Case Services	\$0	\$0	\$0	\$0	\$0	\$0
Distributions To Subdivisions	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$1,256,274	\$646,879	\$1,294,227	\$696,613	\$1,507,645	\$696,613
Non-recurring	\$0	\$0	\$0	\$250,000	\$0	\$0
Total	\$10,727,938	\$3,806,920	\$11,050,145	\$4,233,056	\$13,325,595	\$3,983,056

Other Expenditures – NA for USC Regional Campuses

Sources of Funds	04-05 Actual Expenditures	05-06 Actual Expenditures
Supplemental Bills	\$0	\$0
Capital Reserve Funds	\$0	\$0
Bonds	\$0	\$0

II. 12.

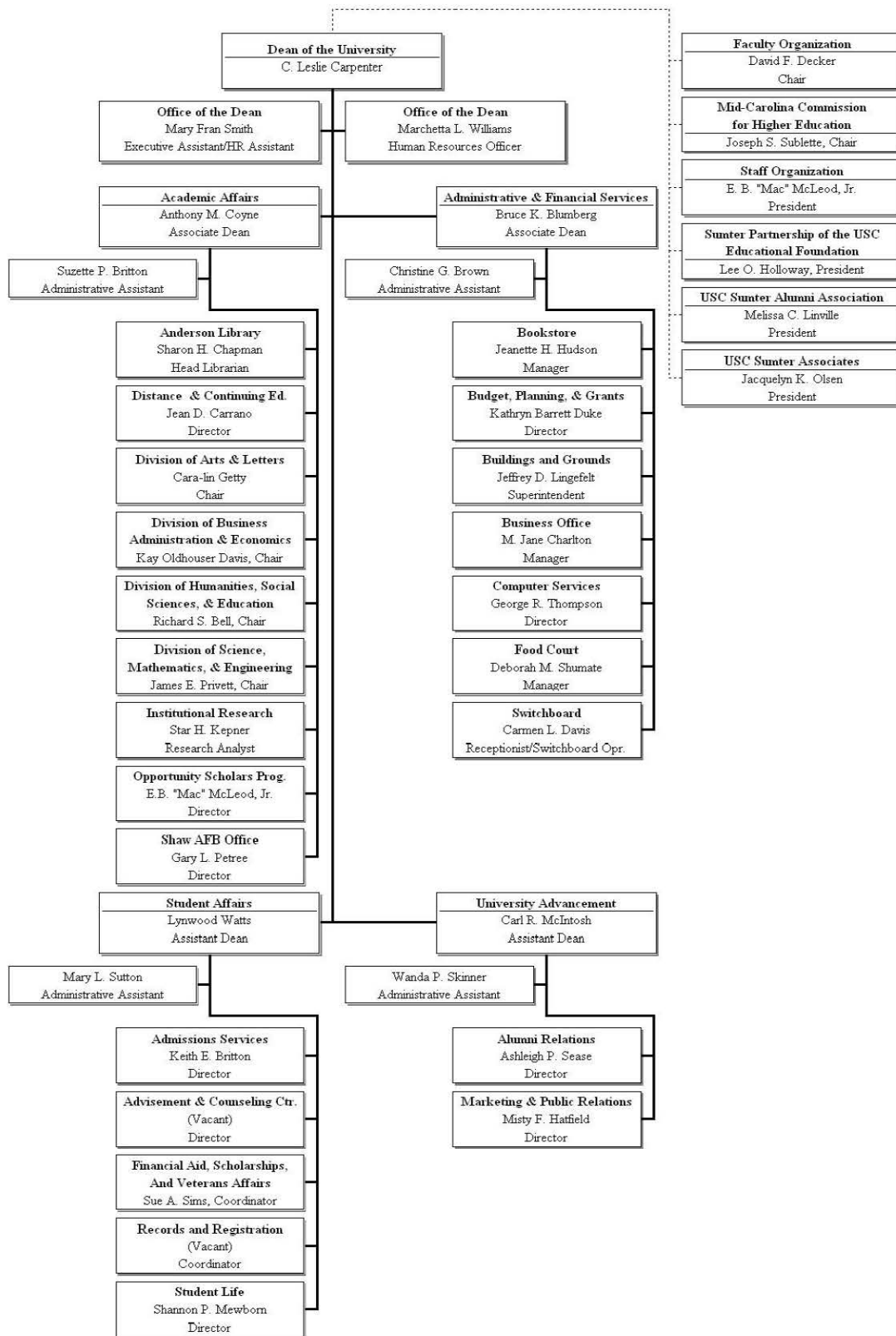
H39-Sumter Major Program Areas							
Program Number	Major Program Area and Purpose (Brief)	FY 04-05 Budget Expenditures		FY 05-06 Budget Expenditures		Key Cross References for Financial Results*	
539	Instruction: Arts & Sciences- Undergraduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission. Programs emphasize the basic core courses common to a wide variety of programs.	State:	1,752,578	State:	1,948,754	7.1-1	7.3-3
		Federal:	54,749	Federal:	48,143	7.1-2	7.4-1
		Other:	1,726,779	Other:	1,583,213	7.1-3	7.4-2
		Total:	3,534,106	Total:	3,580,110	7.1-4	7.4-3
						7.1-5	7.4-4
						7.1-6	7.4-5
						7.2-1	7.5-4a-b
540	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	% of Total Budget:	32.94%	% of Total Budget:	32.40%	7.1-7	
						7.3-1	
						7.3-2	
		State:	4,528	State:	5,035	7.2-3	7.5-4a-b
		Federal:	259,531	Federal:	67,740	7.6-1	7.6-3
		Other:	1,283	Other:	0	7.6-2	7.6-4
		Total:	265,342	Total:	72,775		7.6-5a-b
541	Academic Support-Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	% of Total Budget:	2.47%	% of Total Budget:	0.68%		
		State:	577,755	State:	642,428	7.1-1	7.4-4
		Federal:	0	Federal:	0	7.1-2	7.4-5
		Other:	704,956	Other:	546,823		7.4-6
		Total:	1,282,711	Total:	1,189,251	7.2-2a-d	7.5-1
						7.3-1	7.5-2
						7.3-2	7.5-3a-c
542	Student Services-Student focused activities to Include admissions, health, athletics, registration, academic advising, student organizations, and other student services.					7.3-3	7.5-4a-b
		% of Total Budget:	11.96%	% of Total Budget:	10.76%	7.3-4	7.6-3
		State:	433,227	State:	481,722	7.4-1	7.6-4
		Federal:	0	Federal:	196,712	7.4-2	7.6-5a-b
		Other:	422,036	Other:	348,770	7.1-1	
						7.1-2	7.4-4
						7.1-4	7.3-1

543	Operations & Maintenance-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	Total:	855,263	Total:	1,027,204	7.2-1 7.2-2a-d	
		% of Total Budget:	7.97%	% of Total Budget:	9.30%		
		State:	436,273	State:	485,109	7.3-1 7.3-2	7.4-1 7.4-4
		Federal:	0	Federal:	0	7.3-3	7.6-1 7.6-2
		Other:	356,401	Other:	459,628		7.6-3 7.6-4
		Total:	792,674	Total:	944,737		7.6-5a-b
544	Scholarships-Scholarships and fellowships in the form of outright grants to students selected by the institution and financed in the form of current funds, both restricted and unrestricted.	% of Total Budget:	7.39%	% of Total Budget:	8.55%		
		State:	0	State:	0	7.1-5 7.1-6	7.4-4
		Federal:	983,343	Federal:	939,498	7.3-1 7.3-2	
		Other:	1,393,382	Other:	1,546,564		
		Total:	2,376,725	Total:	2,486,062		
		% of Total Budget:	22.15%	% of Total Budget:	22.50%		
545	Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.	State:	0	State:	0	7.3-1 7.3-2	
		Federal:	0	Federal:	0	7.3-3 7.3-4	
		Other:	488,946	Other:	517,097		
		Total:	488,946	Total:	517,097		
		% of Total Budget:	4.56%	% of Total Budget:	4.68%		
		State:	602,559	State:	670,008	7.3-1 7.3-2	7.4-1
546	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	Federal:	0	Federal:	0	7.3-3 7.3-4	7.6-1 7.6-2
		Other:	494,399	Other:	515,862		7.6-3 7.6-4

New	Research-Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	Total:	1,096,958	Total:	1,185,870	7.6-5a-b	
		% of Total Budget:	10.23%	% of Total Budget:	10.73%		
		State:	0	State:	0	7.4-1	
		Federal:	0	Federal	17,210	7.4-2	
		Other:	35,203	Other:	29,829	7.4-3	
		Total:	35,203	Total:	47,039		
		% of Total Budget:	0.33%	% of Total Budget:	0.43%		
		Grand Total	State:	3,806,920	State:	4,233,056	
		Grand Total	Federal:	1,297,623	Federal:	1,269,303	
		Grand Total	Other:	5,623,385	Other:	5,547,786	
Grand Total	Total:	10,727,928	Total:	11,050,145			
Below: List any programs not included above and show the remainder of expenditures by source of funds.							
Remainder of Expenditures:		State:		State:			
		Federal:		Federal:			
		Other:		Other:			
		Total:		Total:			
		% of Total Budget:		% of Total Budget:			
NOTE: 04/05 BUDGET EXPENDITURES AND 05/06 BUDGET EXPENDITURES TIE TO THE AGENCY ACTIVITY INVENTORY SUBMISSION IS COMPLETED PRIOR TO DISTRIBUTION OF PAY PACKAGE AND HEALTH INSURANCE EACH SUMMER.							

II. 13. Organizational Chart - <http://www.uscsumter.edu/orgchart/orgchart.shtml>

USC Sumter Organizational Chart



Section III

Category 1 – Senior Leadership, Governance, and Social Responsibility

C1.1 USC Sumter's senior leaders work to develop and deploy their organization's vision and values throughout the leadership system through the vision and values which are found in the Mission Statement that is developed through formal action by the faculty, approval by the Dean, and further approval by the Board of Trustees and the Commission on Higher Education. Enhancing details are found in the Blueprint for Quality Enhancement, which is developed by the Dean in consultation with the Assistant and Associate Deans, the Budget, Planning and Grants Director, the Long Range Planning Committee, and others.

These documents are widely available on the USC Sumter website. They are discussed often in campus meetings, and form the foundation for materials distributed to the general public.

The Senior Leadership strives to exemplify personally the values of the institution and to support the efforts of members of the faculty and staff to do so also. Those who exemplify these qualities are honored through various established campus awards for both faculty and staff.

C1.2 USC Sumter's senior leaders promote and support an environment that fosters and requires legal and ethical behavior; and, fiscal, legal, and regulatory accountability by creating this environment through personal action, the formulation and dissemination of policies that require such behavior, and through strong personal expressions of concern with which the campus must comply.

Monitoring is accomplished through the activities of auditors both internal and external, through reports of external activities that might create conflicts of interest, and through regular reports to accrediting agencies and others.

C1.3 USC Sumter senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain vision through the performance evaluation systems for both faculty and staff provide an annual review of how faculty and staff members are doing in working on attainment of the vision. Distinguished Professorships, the new research award, and other awards emphasize key ingredients of the vision to faculty. Other special awards emphasis this to staff members.

C1.4 Senior leaders create an environment for organizational, faculty, and staff learning by supporting learning through flex-time policies that make time available. Free tuition for courses and other development and travel funds provide a mechanism for covering the costs associated with development.

Development activities are often recommended on EPMS forms and are central to the faculty evaluation system.

C1.5 The senior leaders at USC Sumter promote and personally participate in succession planning and the development of future organizational leaders by identifying employees to participate in the South Carolina Leadership Retreat, Chamber of Commerce Leadership Program, South Carolina Executive Institute, and Student Leadership Retreat. Succession planning is handled on a case by case basis as the institution formally becomes aware of retirement plans.

C1.6 USC Sumter's senior leaders communicate with, empower, and motivate all faculty and staff members by fostering broad discretion in how to carry out their responsibilities. This promotes an attitude of ownership in aspects of the organization. Special funding is often available to make new initiatives possible. The campus-wide planning process gives everyone an opportunity to be involved significantly in determining the future of the campus. Senior leaders take an active role in faculty and staff reward and recognition processes by being involved in the final selection process for many of the key awards. In most cases, the offices themselves will supervise the selection process. In this way, the entire campus becomes aware of the stress senior management

puts on this area. In addition, the annual performance evaluation systems provide a regular means to discuss performance with all faculty and staff members.

C1.7 USC Sumter evaluates the performance of its senior leaders through a variety of media. The deans of the USC Regional campuses self report goals, objectives, strengths and weaknesses using a template developed by the Vice Provost for Regional Campuses; and they are evaluated by their campus faculty each year. At the conclusion of every academic year, the responses to the evaluation instruments are reviewed and suggestions for improvement are noted and acted upon. Progress and/or corrective action is observed and documented by the Vice Provost via this interactive process. The Vice Provost is evaluated at mid-year and at year's end by the Executive Vice President for Academic Affairs and Provost as well as the President of the University.

C1.8 The key compliance processes, goals and measures are conducted via the regulatory Annual Evaluation of Associate Degree Programs at Public Institutions. In 1996, the passage of Act 359 underscored the importance of program accountability by focusing on questions related to time to degree and graduates' first-time passing rates on professional licensure examinations. The purposes of this annual review remained unchanged by Act 359. Those purposes have been and remain:

- 1) To insure that programs demonstrate responsiveness to employment trends and meet minimum standards of enrollment, graduation, and placement; and
- 2) To identify programs which need to be strengthened.

The procedures for this review require each program's productivity to be evaluated in terms of enrollment, number of graduates, and percent of graduates placed in a related job or continuing their studies full-time. The following criteria apply:

1. Each program must produce at least six graduates during the evaluation year or an average of at least six graduates over the most recent three-year period.
2. At the most recent fall term, each program must enroll at least 16 students who generate 12 full-time equivalents.
3. At least 50 percent of the graduates available for job placement must be placed in a job related to their education or continue their education on a full-time basis.

See **Chart 7.1-3** – the full document can be viewed at The Commission on Higher Education's website: <http://www.che400.state.sc.us/>

C1.9 USC Sumter's senior leaders all participate in community organizations, including serving in leadership capacities. Through informal channels, senior leaders divide their activities over a variety of organizations most suited to the campus roles, personal strengths, and individual interests. Sometimes, the involvement is institutional and senior leaders are assigned by the Dean to represent the campus. Senior leaders are constantly aware of campus assets in their work with the community and make these available to the community when legal, ethical, and otherwise appropriate.

Category 2 – Strategic Planning

USC Sumter uses a strategic planning process centralized in the Office of the Dean with important input from the Sumter Partnership of the USC Educational Foundation, the Sumter Legislative Delegation, the Mid-Carolina Commission on Higher Education, and the USC Office of the Vice Provost for Regional Campuses. The Mission Statement, Master Plan, and Vision Statement serve as the primary guides for decisions that impact the campus into the 5 – 20 years range.

To assist in the planning process, the campus has a Long Range Planning Committee (LRPC) with advisory status to the Office of the Dean regarding matters concerning the next 3 – 5 years. The LRPC has six members from faculty, six members from staff, and one student representative. The Associate Dean for Academic Affairs and the Budget, Planning, and Grants Director serve as *ex officio* members. The focal point for the LRPC and Planning Units are the six goals and the action plans for each goal as shown in the charts on pages 19-21.

The primary function of the LRPC is to coordinate the assessment, planning, and budgeting process with the 34 Planning Units on campus. When the annual operating budget is received at the beginning of the fiscal year, funds are allocated to fund managers so that Planning Units can make decisions about whether to fully implement, modify, or postpone their planned actions. At the mid-year mark, the Budget, Planning, and Grants Director coordinates a mid-year review to assist Fund Managers and Planning Units in formulating plans to close out their spending for the current year, reallocating funds if necessary. At the end of the third quarter, Planning Units assess their progress in executing their planned actions that support the long range goals. The assessment process provides the opportunity for Planning Units to evaluate what actions need to be modified, identify any new actions that need to be incorporated into the Long Range Plan, and develop any recommendations to the LRPC regarding changes to the long range goals. The feedback and updates from the assessment process become the basis for Planning Units to forecast their budget requirements for the following year. See **Chart 7.6-5a-b** for a visual representation of our assessment, planning, and budgeting process.

See <http://www.uscsumter.edu/ir/strategic.shtml> for USC Sumter strategic planning documents.

	USC Sumter	Strategic Plan (6/15/2006)		
Program Number & Title	Supported Agency Strategic Planning Goals/Objectives	Related FY 06-07 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures *	
Goal I	The University of South Carolina Sumter will strengthen its ability to offer a program of high quality learning experiences, through a continued commitment to a tradition of teaching excellence and co-curricular activities, for the completion of associate degrees, joint programs, cooperative bachelor degrees, Palmetto Programs, and the campus's own eventual bachelor degrees	<ol style="list-style-type: none"> 1. Become the preeminent lead campus in the implementation of Palmetto Programs. <ol style="list-style-type: none"> a. Add third compressed video classroom on campus b. Train more faculty in Palmetto Programs c. Explore needs/offer more courses in Palmetto Programs d. Resolve student financial aid issues for Palmetto Programs enrollment 2. Continue and improve resources for faculty and staff travel and professional development. <ol style="list-style-type: none"> a. Allocate more funding b. Seek to increase private funding to support this activity 3. Provide appropriate technical and material support for classes. <ol style="list-style-type: none"> a. Continuously evaluate and improve technology support plan b. Provide adequate funding for the plan 4. Continue to provide varied and co-curricular opportunities for students. <ol style="list-style-type: none"> a. Seek more creative avenues of providing co-curricular activities 	7.1-1 7.1-2 7.1-3 7.1-4 7.1-5 7.1-6 7.1-7 7.3-1 7.3-2 7.3-4	7.4-4 7.4-5 7.5-1 7.5-2 7.5-4a-b 7.6-5a-b
Goal II	The University of South Carolina Sumter will enhance and expand its student recruitment program in order to increase the size of the student body.	<ol style="list-style-type: none"> 1. Expand the PACE (Program for an Accelerated College Education) Program <ol style="list-style-type: none"> a. Increase number courses delivered b. Increase number of high schools served 2. Produce and distribute a USC Sumter CD containing bulletin, promotional items, and a link to our admissions application 3. Develop and deliver a college planning curriculum in designated high school English classes 4. Renew/strengthen ties with area businesses/industries <ol style="list-style-type: none"> a. Host on-campus meetings for HR and plant managers to provide information b. Where permitted, visit business and plants to recruit students 5. Establish ties with faith-based communities in service area 6. Redesign Admissions and Recruitment office <ol style="list-style-type: none"> a. Develop plans b. Purchase furniture and other items as necessary 7. Sustain Junior Scholars Program in 52 middle schools in five-county service area <ol style="list-style-type: none"> a. Begin data collection from pool of potential students b. Begin recruitment contact with parents of these potential students 8. Sustain USC Sumter Scholars Program for top area high school students 	7.2-1 7.2-2a-d 7.3-1 7.3-2 7.3-3 7.3-4	7.4-4 7.5-1 7.5-2 7.5-3a-c 7.5-4a-b

		<ul style="list-style-type: none"> a. Increase budget for 2% fee waiver to the capacity allowed b. Extend invitation in all high schools in the five-county service area to participate in the program 		
Goal III	The University of South Carolina Sumter will support and encourage the scholarly pursuits of its faculty.	<ul style="list-style-type: none"> 1. Continue to allocate faculty professional development funds for travel and other expenses incurred in scholarly pursuits <ul style="list-style-type: none"> a. Increase the amount of funds allocated 2. Sustain/increase endowed professorships that include release time for faculty development and stipends <ul style="list-style-type: none"> a. Actively cultivate new private donors 3. Establish a new annual award for faculty called the “Outstanding Scholarship Award” <ul style="list-style-type: none"> a. Secure financial support from the Sumter Partnership b. Secure approval from the Secretary of the Board of Trustees c. Make the first award in 2006 	7.4-1 7.4-2 7.4-3	7.4-4 7.6-1
Goal IV	The University of South Carolina Sumter will support and encourage the pursuit of research and other types of grants from internal and external sources.	<ul style="list-style-type: none"> 1. Continue to communicate to faculty the numerous grant opportunities that are identified daily from Sponsored Awards Management (SAM). <ul style="list-style-type: none"> a. Monitor all incoming e-mail from SAM and forward information as appropriate 2. As needed, continue to hold grant related meetings on the Sumter campus that will be conducted by personnel from SAM. <ul style="list-style-type: none"> a. Confer with SAM personnel and plan relevant meetings on the Sumter campus 3. Establish seed funding to develop grant proposals 	7.3-1 7.3-2 7.4-1 7.4-2 7.4-3 7.4-4	7.6-1 7.6-2 7.6-3 7.6-4
Goal V	The University of South Carolina Sumter will continue to seek greater financial support from local and state governments.	<ul style="list-style-type: none"> 1. Continue to work with USC Sumter’s Legislative Delegation to effect positive change in state budgetary priorities for higher education in the state of South Carolina. <ul style="list-style-type: none"> a. Ensure regular dialogue with the delegation. 2. Maintain dialogue with local governments to increase local funding to the campus. <ul style="list-style-type: none"> a. Meet with local government representatives as needed b. Appear before city and county councils as needed 3. Improve and enhance annual giving campaigns 4. Participate fully in the upcoming Capital Campaign 	7.2-3 7.3-1 7.3-2 7.3-3 7.3-4	7.6-1 7.6-2 7.6-3 7.6-4 7.6-5a-b
Goal VI	The University of South Carolina Sumter will continue to develop and improve its physical plant and related campus infrastructure as outlined in the campus master plan.	<ul style="list-style-type: none"> 1. Continue to work with USC Sumter’s Legislative Delegation to encourage a new state bond that can fund the campus’ planned instructional laboratory building. <ul style="list-style-type: none"> a. Communicate regularly with the Legislative Delegation and with CHE to closely monitor state funding developments 2. Continue to work with USC Sumter’s Legislative Delegation to support 	7.3-2 7.3-3 7.3-4	7.6-3 7.6-4 7.6-5a-b

		<p>additional state funding for deferred maintenance.</p> <p>a. Communicate regularly with the Legislative Delegation and closely monitor state funding developments</p> <p>3. In conjunction with Goal V, seek a major naming gift for the Instructional Laboratories Building</p>		
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Category 3 – Student, Stakeholder, and Market Focus

C3.1 The Mission Statement carefully defines the student and market segments. This segment grows naturally out of the resources from which the campus provides services. Groups are pursued based on compatibility with mission and current accessibility. Additional programs are sought based on the needs of the market segment.

Knowledge of Student Needs and Expectations:

The University of South Carolina System determines which educational programs the institution will provide. As a unit of the University, USC Sumter has as part of its mission to provide higher education and intellectual leadership for the Sumter area. Therefore, the primary market for students attending USC Sumter is a SC resident living in the Sumter, Kershaw, Lee, Clarendon, Williamsburg, and lower Richland counties of South Carolina (Chart 7.2-2a) Out of State students generally come to USC Sumter via association with Shaw Air Force Base in Sumter. The association with the military installation affords USC Sumter the opportunity to meet enrollment goals and add diversity to the student population. The primary reason students attend USC Sumter is convenience. USC Sumter provides two associate degree programs and seeks opportunities to expand the cooperative bachelor degrees through departments and colleges of the senior campuses of the University. USC Sumter promotes the student ability to move through the USC System or successfully transfer outside the USC System to pursue bachelors and graduate degrees. (Chart 7.1-2 & 7.1-4) The desire to complete the bachelor degrees on the USC Sumter campus is the number one growing desire of students. (Chart 7.1-2 & Chart 7.1-3)

Each year the Admissions Office sets target application goals for new student enrollment. The primary source for new enrollees is the area secondary schools. Targeting business and industry provides both marketing appeal as well as potential enrollment. The expansion of dual enrollment courses in the area high schools have proven to be an additional method of course delivery which also directly impacts enrollment.

Most new freshmen enter USC Sumter from our area high schools. They gain information about USC Sumter from the admissions counselors visit to their school, guidance counselors, web exploration, campus visits, telephone inquiries, and/or from USC Sumter's presence delivering dual enrollment courses at their high school. Our recruitment plan details the actions and predicted result from presentations and interactions with schools, businesses and industry.

USC Sumter student needs and expectations are assessed throughout the academic year. Constant and consistent methods of attaining feedback from students allow for constant review of services, programs, and qualify our goals and direction. These assessment mechanisms allow USC Sumter to be supportive of an environment conducive to student development of successful students in the classroom, co-curricular activities, and in the transition to career fulfillment. The following table lists the various methods currently used to assess the value of the learning experience and evaluate the level of student satisfaction.

Student Feedback/Assessment Methods	Group
Student Application / Orientation	New
Student Development Surveys	Current
Course Evaluations	Current
Participation on Institutional committees	Current
Student Opinion, Complaints, & Suggestion survey	Current
Library Surveys	Current
Advisement Evaluations	Current
Town Hall Meetings	Current
Placement Tests	Current
Graduation Survey	Current
Emerging Leaders Program	Current

USC Sumter is committed to providing a stimulating environment in which students can develop the attributes essential for a fulfilling and productive life through the attributes of intellectual, emotional, health and physical development, the capacity to make ethical decisions, respect for the dignity and worth of all individual and keen interest in contributing to the good of society. The Division of Student Affairs developed and implemented a Student Development Transcript system which is intended to provide a record of a student's activities while enrolled on the campus at USC Sumter. The Student Development Transcript is a certified record of activities, programs, and services which provides information that when used together with the academic transcript, presents a complete description of a student's activities and performance inside and outside the classroom. See [Chart 7.5-2](#).

The on-line application for admission (<https://web.csd.sc.edu/app/sumter/>) contains a survey instrument designed to provide information relative to each applicants' interests, previous level of involvement in co-curricular activities, and potential for involvement in activities on the USC Sumter campus. At orientation, each student is required to take placement tests, evaluate their experience of getting acquainted to campus and the campus personnel. Students with special needs are directed to the Office of Advisement and Counseling for evaluation and assistance.

Each spring, the Office of Student Affairs conducts a student development survey to evaluate the transition to USC Sumter, the relationships developed, as well as the cultural, leadership, and recreational opportunities available and taken advantage of on campus. Course evaluations are conducted near the end of each academic term to assess the perceived value of the course and the method and quality of instruction.

Student participation in the governance of the institution is an important mechanism for gauging involvement and generating student input and feedback. There are twelve standing institutional committees in which students are appointed upon the recommendation of the Student Government Association.

Student thoughts, suggestions and opinions are consistently solicited via suggestion/opinion boxes located in the offices of Admissions, Advisement Counseling, Financial Aid, Veterans Affairs and Scholarships, Student Life, and Records and Registration. Each of these departments within Student Affairs allows for the anonymous registration of suggestions, complaints, or opinions on the quality and quantity of service provided by each individual office. These are reviewed monthly by the Assistant Dean for Student Affairs for quality control and service improvements.

As a function of library services, suggestions and review of services are available on-line for library patrons as means of seeking student input and suggestions for improvements as well as quality control. These electronic surveys are then forwarded to the Associate Dean for Academic Affairs and the Assistant Dean for Student Affairs for review. The USC Sumter Library survey is located at:

<http://www.uscsumter.edu/library/survey.shtml> and a full assessment of USC Sumter Library services are conducted on a four cycle set forth by the South Carolina Commission on Higher Education. USC Sumter's Institutional Effectiveness assessment can be viewed at:

http://kudzu.ipr.sc.edu/effectiveness/assessment/IEReports/2005/Sumter_05_IE_Summary.pdf

See [Chart 7.5-4a-b](#).

Academic advisement is considered the single most important aspect that affects student retention. The Advisement and Counseling Center at USC Sumter is a staff of professional counselors specialized in providing academic advisement to students for programs within the University of South Carolina. Because of the five cooperative bachelor degree programs, the counselors are acutely involved in the program curriculum of each student beyond the general education requirements. Their advice significantly impacts the success of students pursuing 4-year degree programs. After each advisement session, students are encouraged to complete an advisement survey to indicate their level of satisfaction and quality of advice given during the session. An

annual on-line evaluation of the advisement center is also administered in the spring to monitor quality and student satisfaction of the advisement process. See **Chart 7.5-3a-c**

C3.2 Listening and learning comes in a variety of forms. Admissions counselors listen to the views of students, their parents, and high school guidance counselors. The course evaluation process monitors the views of current students. Monitoring of enrollment levels tracks changing interests. A system to listen to the needs of non-traditional prospective students needs to be developed. In addition, many offices conduct evaluations to determine the effectiveness of their operations.

C3.3 USC Sumter collects and assesses information from current, former, and future students and stakeholders which assist in keeping services and programs relevant, and provide for continuous improvement through Orientation surveys for future students, a host of various surveys for current students that include student evaluations provide immediate feedback to faculty regarding specific courses. Alumni surveys conducted every two years (<http://kudzu.ipr.sc.edu/effectiveness/accountability/alumni/>), conducted with former students.

C3.4 USC Sumter determines student and stakeholder satisfaction and/or dissatisfaction via various avenues. The USC Sumter Business Advisory Council and the USC Sumter Alumni Council work with student and stakeholders to determine University satisfaction. Alumni and stakeholder needs are identified through the Sumter Partnership of the USC Education Foundation (SPUSCEF) contact processes and through alumni surveys. The Office of University Advancement maintains relationships with constituents of the university including donors, friends, corporations, foundations, alumni and groups interested in the mission of USC Sumter. The goal of all contact processes is to build and strengthen relationships of these key constituent groups. Advancement Office staff participate in the Council for the Advancement and Support of Education (CASE) and the University of South Carolina University Development Council (UDC). The Advancement Office and SPUSCEF are constantly benchmarking activities with other institutions in the University System to evaluate effectiveness and identify improvement areas.

The Director of Alumni Relations has specific responsibilities for maintaining alumni contact for the purpose of referrals and donations. The director is also responsible for identifying high achieving graduates for the purpose of receiving outstanding alumni awards at annual homecoming events. Alumni contacts include alumni gatherings and work with the USC call center to contact alumni each year for a donation. See **Chart 7.2-3** Any negative comments from these calls are referred to the Assistant Dean. The USC Sumter Alumni Association is governed by an Alumni Council which meets regularly.

The University of South Carolina Sumter Associates is made of community leaders. Members of this group are invited to the campus two times in the academic year. The group serves as an excellent feedback source for the evaluation of student and stakeholder relationships.

C3.5 USC Sumter builds positive relationships to attract and retain students, enhance student performance, and to meet and exceed their expectations for learning are built through focusing on student success and retention. A major focus has center around minority enrollment, minority retention and minority graduation. As a Regional Campus in the USC System, USC Sumter has a mission to serve the population of the regional area. USC Sumter's regional area includes Sumter, Clarendon, Kershaw, Lee and Williamsburg counties. These counties have a high minority population percentage. See **Charts 7.2.2a-d**.

Category 4 – Measurement, Analysis, and Review of Organizational Performance

C4.1 The Office of Institutional Research & Effectiveness (IRE) supports the achievements of the University of South Carolina Sumter's mission by providing the collection, assessment, coordination of providing institutional research data for the institution as a whole and for academic and administrative units. The IRE Office supports and assesses the data involved in the planning process for the University of South Carolina Sumter.

<http://ire.uscsumter.edu/>

- ✿ The Southern Association of Colleges (SACS) mandates assessment of student learning outcomes
- ✿ Standards of Higher Education collection, assessment and reporting via the South Carolina Commission on Higher Education (CHE) and the Integrated Postsecondary Education Data System (IPEDS)
- ✿ SREB (The Southern Regional Education Board) publishes data analysis on a yearly basis to provide the goals, information and comparative data that are essential for higher education in the following states to move forward. The SREB states are: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia
- ✿ IPEDS Peer Analysis Comparison Group – the peer group is from the Carnegie III (2 year higher educational institutions with faculty rank) used by AAUP, CHE, and Performance Funding for USC Regional Campuses comparison analysis

IPEDS Peer Analysis Comparison Colleges & Universities	
Arkansas State University – Beebe	Beebe, Arkansas
Arkansas State University – Mountain Home	Mountain Home, Arkansas
Arkansas State University – Newport	Newport, Arkansas
Bowling Green State University – Firelands	Huron, Ohio
Eastern New Mexico University – Roswell	Roswell, New Mexico
Eastern New Mexico University – Ruidoso	Ruidoso, New Mexico
Kent State University – East Liverpool Campus	East Liverpool, Ohio
Kent State University – Tuscarawas Regional Campus	New Philadelphia, Ohio
Louisiana State University – Eunice	Eunice, Louisiana
New Mexico State University – Alamogordo	Alamogordo, New Mexico
New Mexico State University – Carlsbad	Carlsbad, New Mexico
New Mexico State University – Dona Ana	Las Cruces, New Mexico
New Mexico State University – Grants	Grants, New Mexico
Oklahoma State University – Oklahoma City	Oklahoma City, Oklahoma
Southern University at Shreveport	Shreveport, Louisiana
University of Akron – Wayne College	Orrville, Ohio
University of Cincinnati – Clermont College	Batavia, Ohio
University of Cincinnati – Raymond Walters College	Blue Ash, Ohio
University of New Mexico – Gallup Campus	Gallup, New Mexico
University of New Mexico – Los Alamos Campus	Los Alamos, New Mexico
University of New Mexico – Taos Branch	Taos, New Mexico
University of New Mexico – Valencia County Branch	Los Lunas, New Mexico
University of Pittsburgh – Titusville	Titusville, Pennsylvania
University of South Carolina Lancaster Campus	Lancaster, South Carolina
University of South Carolina Salkehatchie Campus	Allendale, South Carolina
University of South Carolina Union Campus	Union, South Carolina
University of Wisconsin Colleges	Madison, Wisconsin
Wright State University – Lake Campus	Celina, Ohio

C4.2 The Office of Institutional Research & Effectiveness supports the achievements of the University of South Carolina Sumter's mission by providing the following support:

- ✿ Coordination and providing institutional research for the institution as a whole and for academic and administrative units
- ✿ Coordination and support with the process of assessing institutional effectiveness for the University of South Carolina Sumter
- ✿ Support for the planning process for the University of South Carolina Sumter

Columbia's innovative assessment system affords each of the Regional Campuses to work with the Office of Institutional Assessment and Compliance to provide data and assessment needed for the broad responsibilities of a double-edged goal: the establishment of effective procedures for conducting planning, assessment or institutional research, and the reporting of official data based upon each procedure in a timely and accurate manner. Further, a fundamental value shared by the Office and the University is that a high degree of integration among planning, assessment and institutional research is essential for the University to maintain excellence in teaching, research and public service.

C4.3 USC Sumter's key measures (listed below) are kept current through data collection and assessment, surveys, along data and financial audit which are vital in the process of long range planning.

Student Achievement	Facilities
Student Retention	Educational Compliance
Customer satisfaction	Relationship Management
Human Resources	Technology
Freshman Quality	Administrative & Finance

C4.4 The University of South Carolina will conduct an in-depth analysis of market demand for four-year degrees by prospective students on USC Regional Campuses, and identify which, if any, of the campuses have sufficient demand/potential to merit conversion to four-year status. For those campuses without sufficient demand to merit four-year status, determine the feasibility of offering, by distance education, a general liberal arts degree program to students on those campuses.

Services to be provided under the scope of this Request for Proposals are to include:

- (1) Collect and examine data pertaining to the projected and existing employment and economic development profiles of the geographic areas surrounding the regional campuses.
- (2) Collect and analyze labor and commerce data, and conduct interviews with selected major employers. Based on the resulting economic development profile, determine the extent of market demand for baccalaureate education in the indicated fields, taking also into account the size of the current market of incoming students for those programs.
- (3) Interview campus and system administrators on-site in order to develop a sense of background and strategic intent. If evidence of noteworthy demand is found for any of the campuses, assess other factors of marketability, including the existence of barriers to entry for each.
- (4) Examine data related to enrollment history and projections, and conduct focus groups of students and, as appropriate, parents, former students, and others to help assess market willingness to embrace baccalaureate programs at the regional campuses. Include an assessment of the effects of the enrollment environments at nearby competing institutions on demand for baccalaureate degrees on USC regional campuses.
- (5) Deliver a written assessment of whether demand is sufficient on any of the regional campuses to merit transition to four-year status.
- (6) Conduct a feasibility study for a general liberal arts degree beginning with an assessment of marketability for each regional campus proposing the degree. Assuming marketability, examine, in the context of similar degree programs elsewhere, each campuses capacity to offer the degree.
- (7) Examine factors including personnel, physical infrastructure, curricular and student support infrastructures, and library resources.
- (8) Deliver written assessments of each campus's readiness to offer such a degree and an estimate of the total investment required to launch and implement the program over a five-year period.

Objectives

The major objectives of this assessment are to:

- (1) Determine whether adequate demand exists on any of the two-year USC campuses for baccalaureate degrees to merit transition to four-year status,

- (2) Identify the campuses where such demand exists, and (3) Determine the feasibility of offering a general liberal arts degree to students on the remaining two-year campuses via distance education.

C4.5 The Office of Institutional Research & Effectiveness (IRE) maintains a Secure Networks (<http://ire.uscsumter.edu/>) where all data and surveys are housed. Data are updated, reviewed and disseminated each term, reported and reviewed by multiple constituents throughout the University of South Carolina System, The South Carolina Commission on Higher Education (CHE), The National Center Education Statistics (NCES), and The Federal Integrated Postsecondary Education Data Systems (IPEDS).

C4.6 USC Sumter translates its organizational performance review findings into priorities for continuous improvement through the Long Range Planning/Review Process (full circle). See [Chart 7.6-4](#). Collectively each unit takes a look at goals and tasks that support one or more of the six major goals for USC Sumter to ask and answer the following questions.

The Planning Process

- ✿ How do you, your division, your department, your colleagues, your staff, your committee, etc., plan to negotiate the metamorphosis to four-year status?
- ✿ Are your strategies or supporting goals and tasks current, comprehensive, and properly stated?
- ✿ Are you logically linked to the priority objective of moving USC Sumter successfully toward four-year status?
- ✿ Do they reflect the priorities, facts and assumptions contained in the six year plan?
- ✿ Do any of your existing strategies, goal or task need restating?
- ✿ Do you need any new strategies, goal or task added to your plan?
- ✿ Do you need to delete any strategies, goals, or tasks from your plan?

The Assessment Process

- ✿ How much or how well have you accomplished or implemented each part of your plan?
- ✿ Does this goal or task lend itself to expression in terms of percentage of completion? Can you assess your accomplishments in a graduated scale of subjective evaluation (poor, fair, average, good or best)?
- ✿ Do resource limitations limit your ability to accomplish or implement any part or your plan? Can you identify the specific type and level of resource limitations (finance, time, training, physical space, equipment, etc.)?
- ✿ Have you overestimated or underestimated customer satisfaction with your service? How long ago did you validate your assessment with results of a customer survey? Do you need to plan a new survey to update customer feedback?

C4.7 USC Sumter employs a process for collections, informal review for faculty and staff through:

- ✿ USC Sumter Staff Organization meets once a quarter

In 1992, USC Sumter established a recognition program for individual staff personnel. Specifically, recognition is given to an "Outstanding Staff Employee" four times per year. The Staff Employee of the Quarter Recognition Committee (SEQRC) serves as a standing institutional advisory committee whose purpose is to solicit and evaluate nominations, and make advisory recommendations to the Dean of the University regarding selection of individuals as the outstanding "Staff Employee of the Quarter." As a Standing Institutional Committee, the sponsor of the SEQRC is the Dean of the University. The empowerment limits of the committee are to review, recommend, and advise the Dean of the University

- ✿ USC Columbia Human Resources Office - Succession Planning & Career Planning
- ✿ Providing independent counseling to employees and/or supervisors to resolve work-related problems that may relate to [performance](#) and/or [discipline](#) based issues,
- ✿ Mediating disputes and advising all sides involved on matters relating to employee relations and [human resources policies](#),
- ✿ Coordinating [Employee Assistance Program \(EAP\)](#) services,

- ✿ Administering the staff [grievance process](#),
- ✿ Monitoring [Employee Performance Management System \(EPMS\)](#),
- ✿ Counseling and reviewing [reduction-in-force plans \(RIF\)](#),
- ✿ Administering the University's unemployment insurance program.
- ✿ USC Columbia Human Resource ListServ
- ✿ USC Times – a publication for USC faculty, staff and friends of the University
(<http://www.sc.edu/usctimes/>)

Category 5 – Faculty and Staff Focus

C5.1 USC Sumter organizes and manages work to enable faculty to work in small classroom settings, usually only a small number of preparations in 12 hour load, sabbatical leave to devote full time to scholarship, tries to schedule blocks of time for preparation/research, rank system rewards performance, development and travel funding, offices for part-time faculty members, availability of secretarial support, computer support, office space accessible to students and staff to develop and utilize their full potential, aligned with organization's objectives, strategies, and action plans. See Charts 7.4-1, 7.4-2, 7.4-3, & 7.4-4

C5.2 USC Sumter organizes and manages work that promotes cooperation, initiative, empowerment, innovation, and organizational culture through interoffice committees and task forces bring resources from throughout the campus to bear on issues. Open planning structure allows all employees to make suggestions regarding improvements. Budget authority is delegated downward in the structure. The Faculty Senate is representative of cross-functional disciplines, where numerous faculty committees are empowered to enhance the learning-centered process. USC Sumter Committees with Charters and structure are listed at:

<http://www.uscsumter.edu/committee/committees.shtml>

Standing Institutional Committees		
Audiovisual Advisory	Commencement	Cultural Events
Facilities Advisory	F/S Professional Development	Long Range Planning
Marketing & PR	MLK Jr. Day Observance	Opening Convocation
Recognition Luncheons	Recruitment & Retention	Staff Employee Recog.
Faculty Organization Committees		
Faculty Organization	Academic Planning	Admissions Committee
Peer Review	Library Committee	Fac. Rights & Responsibilities
Local Promotion & Tenure	Scholarships & Awards	Student Discipline
Faculty Grievance	Reg. Campus Faculty Senate	Columbia Faculty Senate
Reg. Campus Grievance	System Promotion & Tenure	Academic Advisory
Staff Organization		
Staff Organization		
Student Government Committee		
Student Government		

C5.3 USC Sumter achieves effective communication and knowledge/skill/best practice sharing across the campus via: Coordination via Information Technology

- ✿ Common e-mail system allows rapid sharing of information
- ✿ Sharing of committee minutes
- ✿ Development opportunities advertised to all
- ✿ Shaw leadership integrated with campus committee structure, etc., so satellite office is familiar with campus
- ✿ USC Sumter Faculty Organization and USC Sumter Staff Organization meetings

C5.4 USC Sumter's faculty and staff performance management system includes merit Plans, Employee Performance Management System (EPMS), and the process of coordinating to departmental and institutional plans

- ✿ Faculty evaluation system is tied directly to goals and pay raises are nearly entirely merit driven - <http://hr.sc.edu/policies/hr136.pdf>
- ✿ EPMS system includes objectives that can be tied to goals.
- ✿ Pay for Performance can be used to reward exceptional performance.

C5.5 Effective succession planning is managed by: Division Chair training, hiring adjuncts and part-time and ongoing training

- ✿ Succession planning is on a case-by-case basis.
- ✿ Faculty career progression is built into the rank system and supported by development money, sabbaticals, etc.
- ✿ Staff are supported by some development resources, but normally lack career ladder structures.
- ✿ Adjunct rank structure provides advancement opportunity based on experience and education level.

C5.6 Faculty and staff education, training, and development that addresses USC Sumter's key organizational needs: Advantages of the USC System include:

USC professional development programs: <http://hr.sc.edu/profdevp.html>

- ✿ Help employees adjust to new work situations more easily and create a greater sense of community through a systematic orientation program.
- ✿ Provide knowledge of the appropriate application of operating procedures so employees are able to function more quickly and efficiently in various University departments.
- ✿ Encourage employees to hone skills by providing instruction and practice in work-related areas such as leadership, teambuilding, writing, or computing.
- ✿ Improve interpersonal skills through human relations training and increase productivity by improving communications between managers and employees.
- ✿ Foster good employee relations and reduce turnover by sponsoring programs that lead to greater job satisfaction and promotional opportunities.
- ✿ Provide information about University policies and procedures.
- ✿ Enhance the quality of work life for USC employees.
 - Faculty training and development is tied to pedagogy and research, key organizational needs
 - Staff training is approved only when linked with needs.
 - Evaluation of effectiveness is informal, but faculty scholarship is definitely increasing. Promotion and Tenure provides an indirect measure.

C5.7 USC Sumter motivates faculty and staff to develop and utilize their full potential through various opportunities

- ✿ Employee Performance Management System (EPMS) which offers employees an opportunity to merit raises based on exemplary work
- ✿ Staff Annual Review
- ✿ Annual & Quarterly Awards (monetary and plaques) that include Staff Employee of Quarter Award, H.D. Barnett, Sr. Award yearly for recognized staff. The Hugh T. Stoddard Award, SGA(Student Government Association) Teacher of the Year and the Governor's Professor of Year Award yearly for recognized faculty.
- ✿ Service Awards recognition receptions
- ✿ Three (3) Endowed Professorships for full-time faculty
 - John McDavid Professorship in Business and Economics
 - Williams-Brice-Edwards Professorship in Humanities or Social Sciences

- Julian T. Buxton Professorship in Business and Economics

C5.8 USC Sumter has established a clean and safe environment that allows the staff to maintain the facilities to the best of our abilities so that they may be used by faculty staff, students, and visitors for their intended purpose.

✿ An Emergency Response Manual has been developed and placed on line for all faculty, staff, and students.
<http://www.uscsumter.edu/business/emergency.shtml>

✿ Each building has an intercom system installed that can be used to notify building occupants of threatening weather or other emergency situations.

✿ A Phone Tree call list has been distributed to all faculty and staff to aid in the communication of information.

✿ Should an emergency or accident occur, dial 3400 on campus or notify the switchboard operator, located in the lobby of the administration building. If the situation warrants, call [EMS] Emergency Medical Service (9)911.

C5.9 USC Sumter is currently reviewing and in the process of implementing surveys to collect data and assess faculty and staff well-being and areas of motivation. These surveys will be reviewed during the Fall 2006 and implemented for the first time in Spring 2007.

C5.10 USC Sumter Faculty and Staff Organization will begin to identify and determine priorities for improvement once the satisfaction surveys for faculty and staff well-being have been identified, administered, collected and assessed.

Category 6 – Process Management

C6.1 USC Sumter encompasses the process set forward by the Commission on Higher Education to develop new programs, enhance existing programs and deliver programs. These are driven by the values implicit in the mission statement. Details are worked out by governance structure and faculty action.

Program approval is one of the important functions that a coordinating agency is called upon to perform. The essential nature of this function was recognized in the 1967 legislation creating the South Carolina Commission on Higher Education, which requires approval by the Commission or the General Assembly before any new program may be implemented by a public institution of higher learning. It was reemphasized in Act 359 of 1996, which specifically mandated that the Commission "examine" the "curriculum offerings" of each public college and university in the state "and the respective relationships to services and offerings of other institutions." Act 359 also reaffirmed that "no new program may be undertaken by any public institution of higher learning without approval of the Commission."

The principal role of the Commission in program approval is to take a statewide viewpoint (and, in some cases, a regional or national viewpoint). In reviewing proposals for new programs or certain modifications to existing programs, the Commission seeks answers to the following five broad questions concerning each program: What are the objectives of the proposed program?

- ✿ Does the state need the program, and if so, are there alternative means of accomplishing the desired objectives?
- ✿ Is the program compatible with the mission, role, and scope of the institution?
- ✿ How much does the program cost?
- ✿ Does the institution have the necessary personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality; and, if not, is there a plan for acquiring these essentials? The complete process and procedure can be viewed at the Commission for Higher Education website:
http://www.che.sc.gov/New_Web/ForInstitutions/AcadProg.htm

C6.2 USC Sumter incorporates input from students, faculty, staff, stakeholders, suppliers, and partners for determining you key learning-centered process requirements through:

- ✿ Cross-functional committees
- ✿ Development of community surveys
- ✿ Student membership on key committees
- ✿ USC Sumter Faculty Organization and Regional Campuses faculty committees and joint faculty-staff committees
- ✿ USC Sumter Staff Organization committees
- ✿ USC Sumter Executive Committee
- ✿ USC Sumter Associates and the USC Sumter Partnership

C6.3 USC Sumter incorporates organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery via:

- ✿ New Program Approval & Review
- ✿ Faculty welfare by surveying a workload study, Faculty Scholarship, and faculty use of Blackboard
- ✿ Student evaluation of course and instruction
- ✿ Opportunity Scholars Program outcomes
- ✿ Technology Enhancement of delivery systems, enhanced cycle times with online course evaluation and new technologies to increase course and program offerings
- ✿ Cost Control

C6.4 USC Sumter's key performance measures and/or indicators used for the control and improvement of our learning-centered processes include:

- ✿ Student evaluation of courses and instructors

- ✿ Long term student retention studies
- ✿ Assessment of academic programs via the Assessment Plan Composer

C6.5 USC Sumter systematically evaluates and improves the learning-centered process with the USC Academic Program Assessment Plan Composer is a web-based application for the collection and monitoring of academic programs. The application is utilizing Microsoft technologies to provide capabilities for the entering, submission and assessment of academic plans for approval and future academic planning. The system is designed for hosting at USC Columbia with site customization for the Regional campuses. The system has full administrative backend for assigning appropriate permissions, monitoring and approval. This system mandates a uniform method for compiling and reporting of academic programs based on SACS standards of program review and approval.

Benefits of the system are:

- ✿ Easier review and revision
- ✿ All plans are now constructed of the compatible SACS components and terms
- ✿ Plans are available institutionally for accountability requirements thus eliminating redundant work
- ✿ Provides opportunities to work closer with academic units to enhance and improve academic plans

USC Sumter's Assessment Plan Composer is located at: <http://assessment.uscsumter.edu/>

C6.6 USC Sumter's key support processes are located in the USC Sumter Blueprint and the Campus Master Plan. The Long Range process is used to evaluate, improve and update these processes to achieve better performance.

C6.7 USC Sumter ensures the adequate budgetary and financial resources are available to support our operations. As a Regional Campus, USC Sumter obtains revenue primarily from the following sources:

- ✿ State Appropriations
- ✿ Tuition and Fees
- ✿ Local Governments Appropriations
- ✿ Auxiliary Services – the USC Sumter Bookstore and Food services
- ✿ Continuing Education
- ✿ Gifts to the Sumter Partnership of the USC Educational Foundation – See **Chart 7.6-1**

Like all USC campuses, USC Sumter faces the obstacle of operating in a state that, according to all measures, under-supports higher education. Therefore, we have had to increase tuition and fees to simply maintain adequate levels of services to students. Tuition increases will continue to be relied upon unless the State of South Carolina chooses to reverse the downward funding trend for higher education.

Three of five counties in USC Sumter's service area provide some funding for the operating budget. The two smallest of these provide a very nominal amount, but considering their size and economic status we are grateful that they provide any funding at all. Sumter County has been generous with increased local government funding. Sumter County is moving towards increased funding for USC Sumter in the county budget by moving from the miscellaneous category back to the millage category, effective with the 2006-2007 FY.

In terms of auxiliary sources, revenue streams in the Bookstore are currently adequate to maintain the self-supporting nature of the "business." The campus continues to seek additional viable avenues of food service delivery on campus. So far, the size of the student body plus the faculty and staff on campus is not large enough to support a cafeteria or prepared-to-order hot food service. New and creative methods of food delivery are being explored and may soon be implemented on a trial basis.

USC Sumter's former Director of Distance and Continuing Education (now retired) found that the distance education part of the position was so time consuming that continuing education efforts were minimal. The fund for continuing education is in good standing and does maintain a small revenue stream at this time. After the

retirement of the former Director, USC Sumter chose to convert that position into two positions – one for Distance Education and another for Continuing Education. As a result, we expect the revenue streams from Continuing Education to increase when that position is filled.

At this time, USC Sumter has no specific plans for revising the budget allocation model. Each year, if the Long Range Planning Committee and the Budget, Planning and Grants Director deem it necessary, minor improvements are made in the process.

Category 7 – Results

C7.1 WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON STUDENT LEARNING, AND IMPROVEMENTS IN STUDENT LEARNING? HOW DO YOUR RESULTS COMPARE TO THOSE OF YOUR COMPETITORS AND COMPARABLE ORGANIZATIONS?

Chart 7.1-1 USC Sumter’s success rate when “changing campuses” within the USC System to complete bachelor’s degree shows that USC Sumter’s GPA prior to transfer is the lowest; however, the chart indicates once transferred, student GPA rises, which would indicate academic preparation and readiness for 4 year degree pursuit.

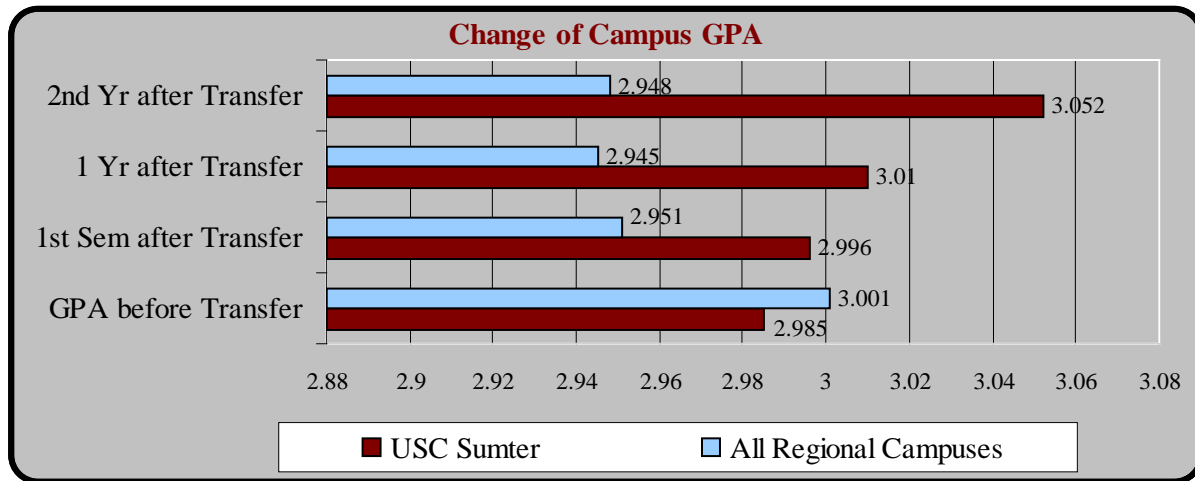


Chart 7.1-2 USC Sumter Student Success Rate as reported by the South Carolina Commission on Higher Education. The student success rate is calculated looking at graduation, transferred, or continued enrollment. View full chart and data at:

http://www.che.sc.gov/Finance/Perf_Fund/Perform/Data/2005-06/PFYr10_7A_2Yr_SupplData.pdf

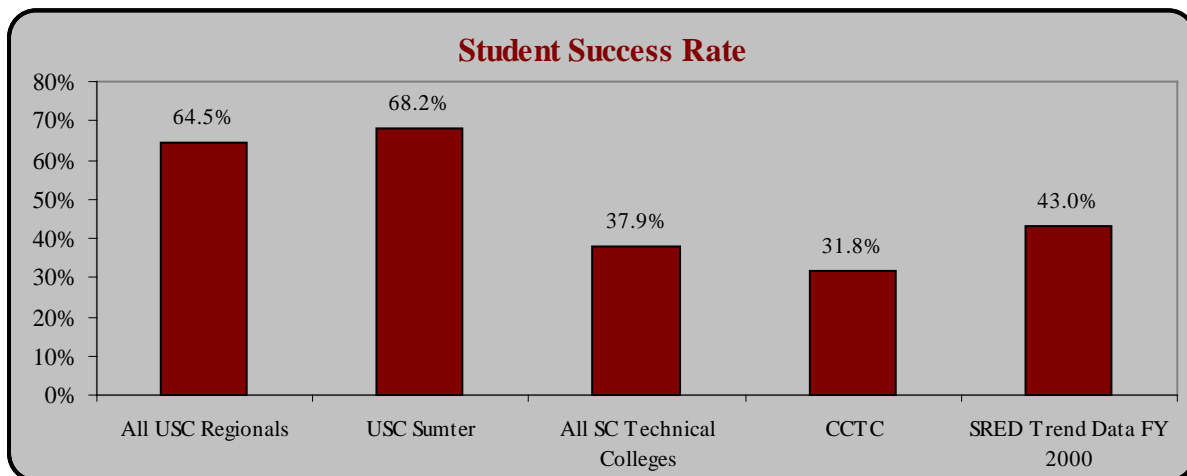


Chart 7.1-3 Source: USC annual reports on Associate degree data

USC-System AA/AS Program Graduates					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
4-Year					
USC (Ft. Jackson)	12	14	19	14	19
USC Beaufort	87	63	72	79	73
2-Year					
USC Lancaster	74	86	96	81	69
USC Salkehatchie	93	83	90	80	84
USC Sumter	152	160	161	119	70
USC Union	51	35	52	45	55

“The power and importance of completion of the AA/AS degree as a springboard to the baccalaureate degree is underscored not only by national data, but also by data from South Carolina. Research reports from the Commission on Higher Education, the Palmetto Institute, and other contemporary assessments conclude that higher numbers of B.A. and B.S. recipients will be increasingly important to bring about and sustain economic and civic development in the state. Given the relatively low percentage (22.9% according to the Federal Census of 2000, which has increased to 24% in 2004, according to another source) of baccalaureate degree holders in the state’s adult population, the USC public two-year campuses have a significant opportunity, challenge, and responsibility to increase the numbers of AA/AS degree completers and to prepare them for entry into a four-year program.”

The stated mission of USC Sumter is to provide educational opportunities leading to associate degree attainment. The following excerpt from the CHE's annual report reflects the importance South Carolina places on this goal. [Chart 7.1.3](#) reflects the changing demand for associate degrees from consumers (i.e., students). [Charts 7.1.1 and 7.1.2](#) above as well as [7.1.4](#) below reflect the chosen pathways to educational success pursued by USC Sumter students and, as can be seen, associate degree completion is only one definition of success.

Chart 7.1-4 The chart below displays the percentage of first-time, full-time, degree-seeking undergraduate freshmen receiving baccalaureate degrees within 150% (6 years) of program time. The “Achieves” range for the 1997 cohort for these institutions was 20% to 49%.

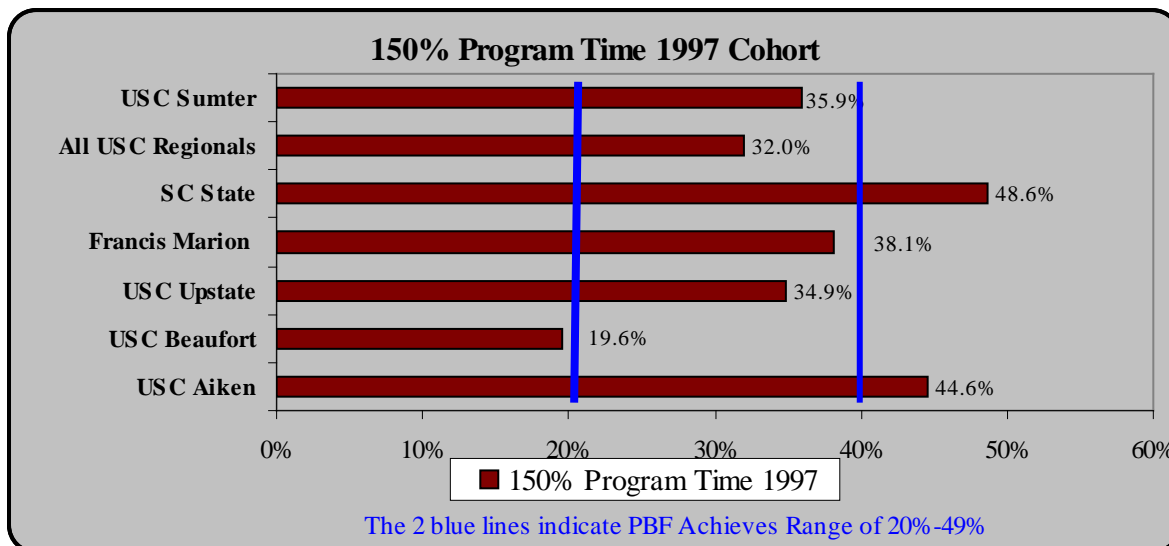


Chart 7.1-5 & Chart 7.1-6 The Chart 7.1-6 was reported in 2005 Performance Funding Report which measures the percent of first-time entering freshmen who take the SAT or ACT test or who have reported a high school grade point average (GPA) or who have a reported a high school class standing who meet or exceed the South Carolina Commission on Higher Education approved target score on such tests. (NOTE: Target scores are defined as 1000 on the SAT or 21 on the ACT: both are based on national averages for test takers. For high

school GPA the target is 3.0 or higher on a 4.0 scale and for high school rank, the target is within the top 30% of their senior year class.) Colleges and Regional Campuses are evaluated and ranked on a standard score for “Achieves” or “Exceeds”. The Achieve range for Teaching Universities and College is 79.9% - 50.0%. The Achieve range for the USC Regional Campuses is 49.9% - 20.0%. USC Sumter has scored in the “Achieve” range for Teaching Universities and the “Exceeds” range for USC Regional Campuses since this ranking has been reported in Performance Funding – Chart 7.1-7. The South Carolina Performance Funding System is a reporting mandate based on South Carolina Legislation Act 359.

Chart 7.1-5

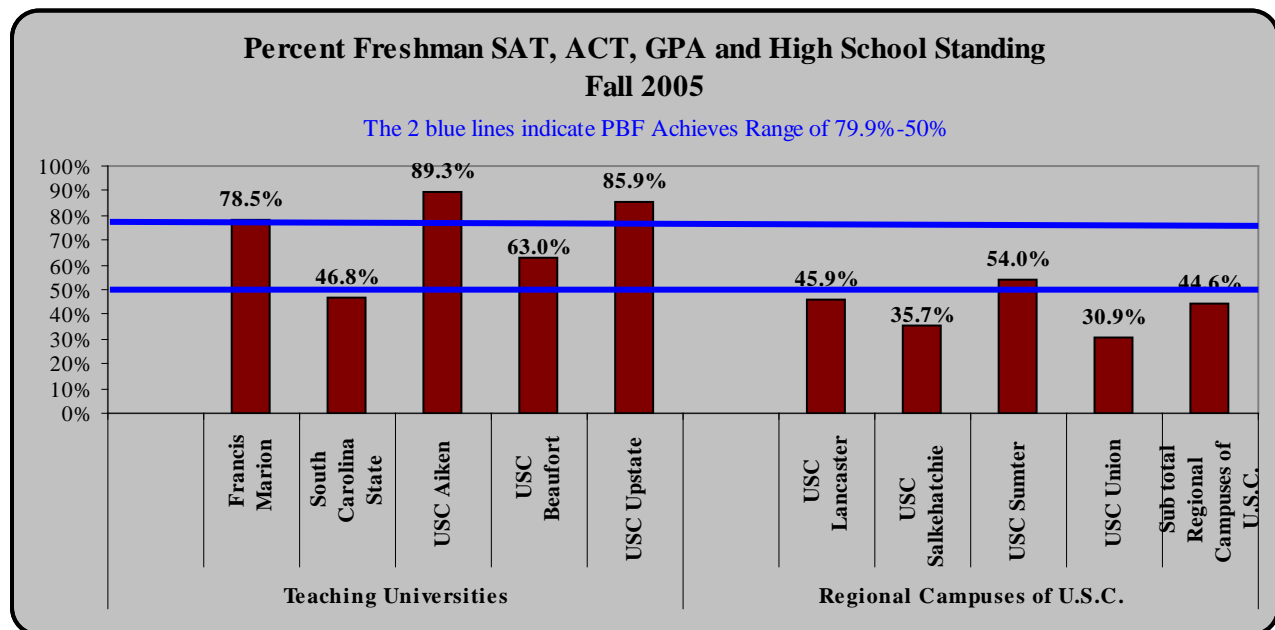


Chart 7.1-6

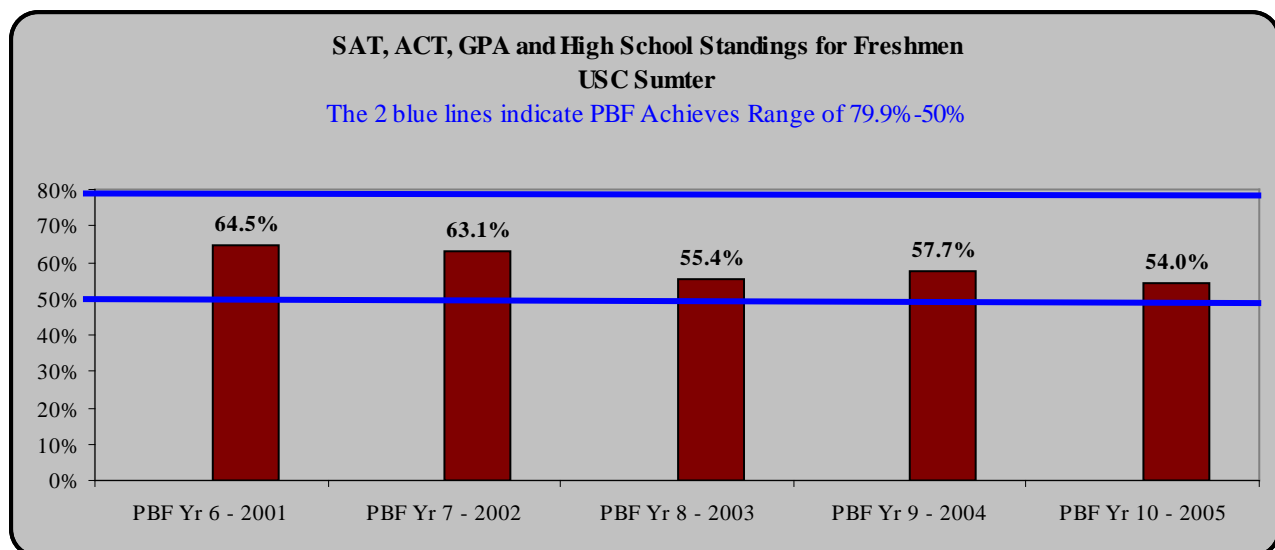


Chart 7.1-7 is based on coursework at USC Sumter recently reported to the South Carolina Legislature in the Institutional Effectiveness Report on general education. The general education assessment encompasses students reaching these goals at USC Sumter. Many students achieve these general education goals prior to enrollment or achieve the goals as the complete a baccalaureate degree. All students are expected to meet these general education competencies prior to earning a baccalaureate degree.

Students will communicate clearly in written English, demonstrating their comprehension, analysis, and critical interrogation of a variety of written texts.	86.4%
Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.	60.8%
Students will be able to use computers and other technology to perform tasks appropriate to their major fields.	45.7%
Students will perform basic mathematical manipulations, display facility with use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.	44.7%
Students will demonstrate an understanding of physical and/or life science phenomena and understanding the uses of scientific methods and theories.	39.2%
Students will demonstrate an understanding of the processes of human behavior, social and cultural interaction, and the use of social and behavior science perspectives to interpret them.	45.2%
Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.	41.7%
Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender, and regional differences.	44.7%
Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.	3.5%
Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context, and express informed personal responses to artistic creations.	17.1%
Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.	45.2%

C7.2 WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON STUDENT AND STAKEHOLDER SATISFACTION AND DISSATISFACTION? HOW DO YOUR RESULTS COMPARE WITH COMPETITORS AND COMPARABLE ORGANIZATIONS?

Chart 7.2-1 - Increasing the cumulative annual FTE Enrollment

YEAR	FTE
2005	1528
2004	1539
2003	1573

Chart 7.2-2a-d Student/Stakeholder Focus

Chart 7.2-2a represents the counties the majority of USC Sumter students come from. 92 % of USC Sumter's enrollment comes from the regional area.

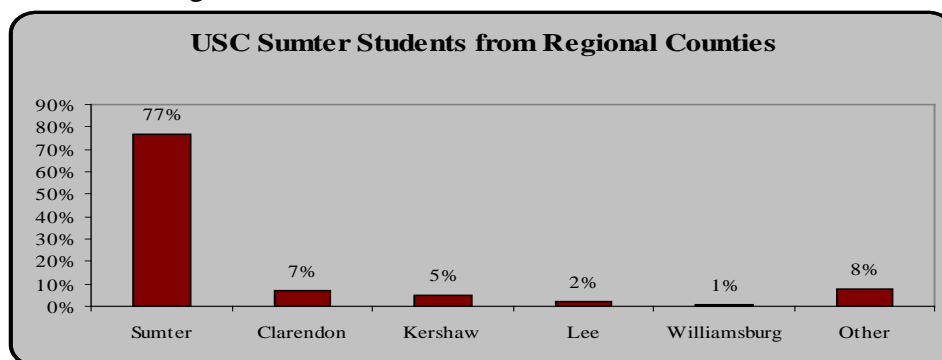


Chart 7.2-2b shows the overall minority population from the 2000 Census in USC Sumter's educational service counties.

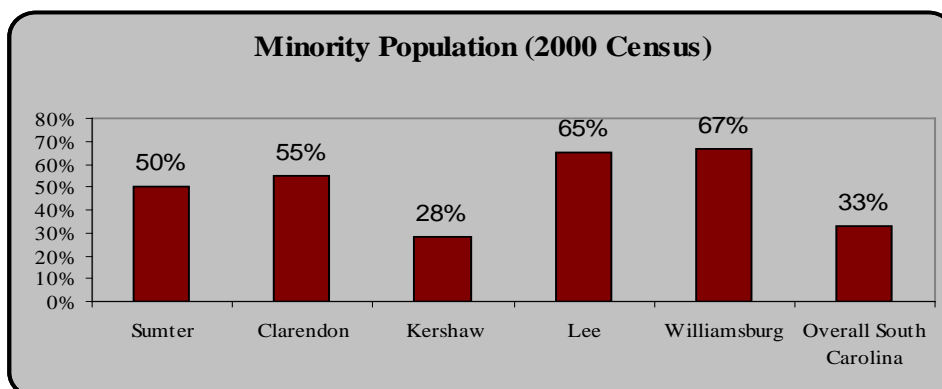


Chart 7.2-2c In Act 359, Performance Funding states that each USC Regional Campus is to serve, retain and graduate the minority population in their educational service area.

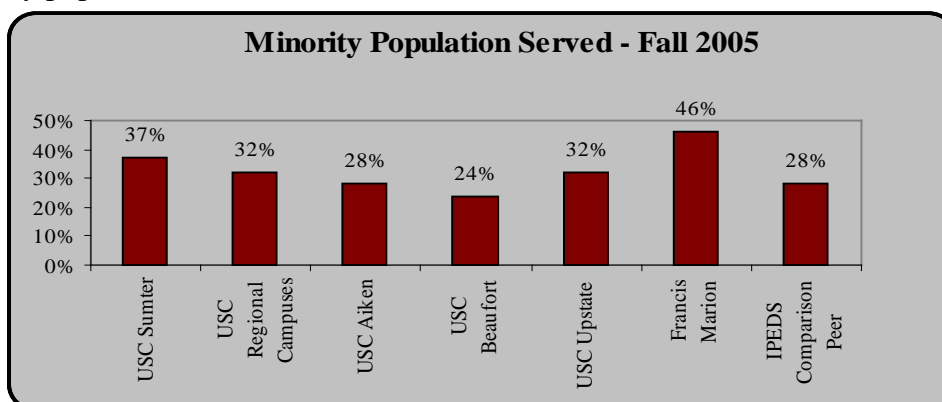


Chart 7.2-2d Act 359 Performance Funding set the standard for achievement in serving the minority population for USC Sumter in a range from 32% - 43%; for the Teaching and Research institutions a range from 21% - 28%. The standard for achievement in retention of the minority population served for the Regional campuses is a range from 47% - 57%; for the Teaching and Research institutions a range from 74% - 82%.

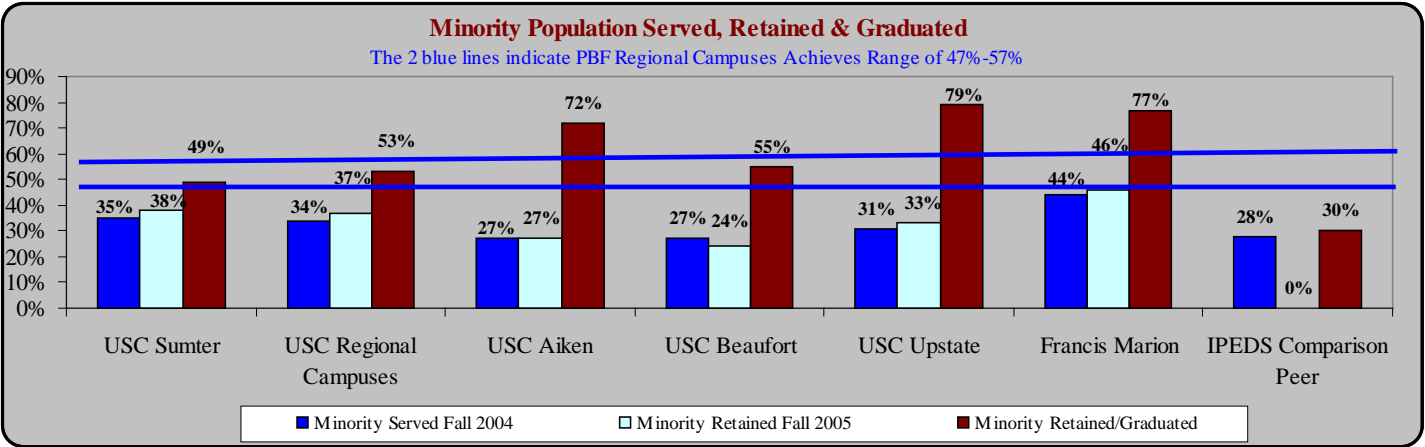
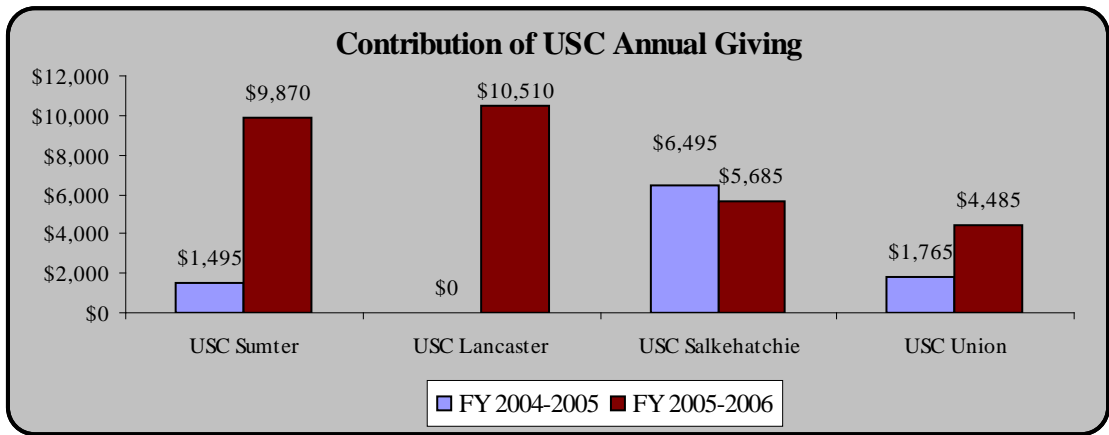
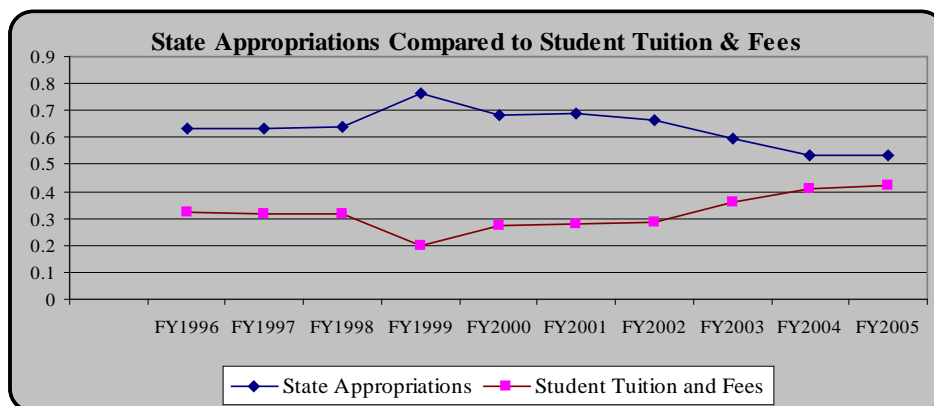


Chart 7.2-3 USC contribution rates in Annual Giving



C7.3 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES ON BUDGETARY AND FINANCIAL PERFORMANCE, INCLUDING MEASURES OF COST CONTAINMENT, AS APPROPRIATE

Chart 7.3-1 Tuition/State Appropriations



A. Budget System Used at USC Sumter

USC Sumter has a Budget, Planning, and Grants Director, and a Long Range Planning Committee, on which the Director is an ex-officio member. The committee includes a planning sub-unit and a budget sub-unit. Having a Director who is charged with coordination of reporting planning activities for the campus, and for the formulation of the annual operating budget ensures all relevant information is accounted for in each process.

The Sumter Campus also employs a zero-based budget system in which individual fund managers request funds, both continuing and new, each year. Fund managers are required to justify their requests and explain how their requests further the Strategic Plan.

B. Plans for Enhancing Revenue Streams

As a Regional Campus, USC Sumter obtains revenue primarily from the following sources:

- ✿ State Appropriations
- ✿ Tuition and Fees
- ✿ Local Governments Appropriations
- ✿ Auxiliary Services – the Bookstore and Food services
- ✿ Continuing Education
- ✿ Gifts to the Sumter Partnership of the USC Educational Foundation

Like all USC campuses, USC Sumter faces the obstacle of operating in a state that under-supports higher education. Therefore, we have had to increase tuition and fees to simply maintain adequate levels of services to students. Tuition increases will continue to be relied upon unless the State of South Carolina chooses to reverse the downward funding trend for higher education.

Three of five counties in USC Sumter's service area provide some funding for the operating budget. The two smallest of these provide a very nominal amount, but considering their size and economic status we are grateful that they provide any funding at all. Sumter County, on the other hand, provides the vast majority of local government funding. Although that funding has been higher in previous years, we have made some progress in negotiating for higher funding. Just this year, USC Sumter's funding in the county budget was moved from the miscellaneous (and therefore precarious) category to the mileage category.

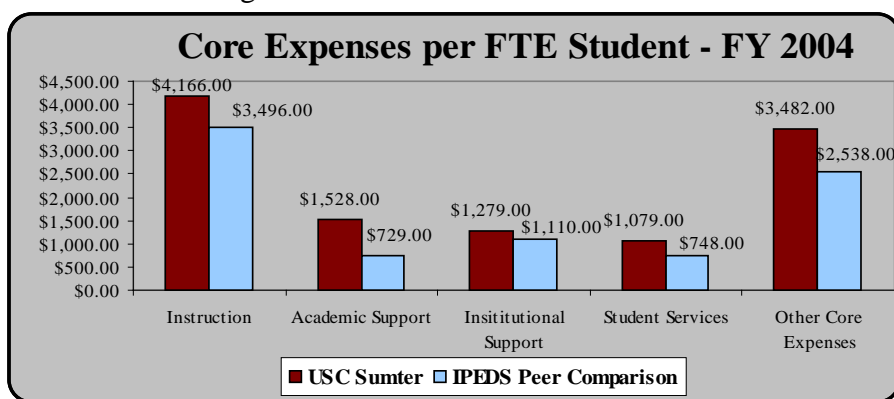
In terms of auxiliary sources, revenue streams in the Bookstore are currently adequate to maintain the self-supporting nature of the "business." The campus continues to seek additional viable avenues of food service delivery on campus. So far, the size of the student body plus the faculty and staff on campus is not large enough to support a cafeteria or prepared-to-order hot food service. New and creative methods of food delivery are being explored and may soon be implemented on a trial basis.

USC Sumter’s former Director of Distance and Continuing Education (now retired) found that the distance education part of the position was so time consuming that continuing education efforts were minimal. The fund for continuing education is in good standing and does maintain a small revenue stream at this time. After the retirement of the former Director, USC Sumter chose to convert that position into two positions – one for Distance Education and another for Continuing Education. As a result, we expect the revenue streams from Continuing Education to increase when that position is filled.

C. Plans for Revising the Budget Allocation Model

At this time, USC Sumter has no specific plans for revising the budget allocation model. Each year, if the Long Range Planning Committee and the Budget, Planning and Grants Director deem it necessary, minor improvements are made in the process.

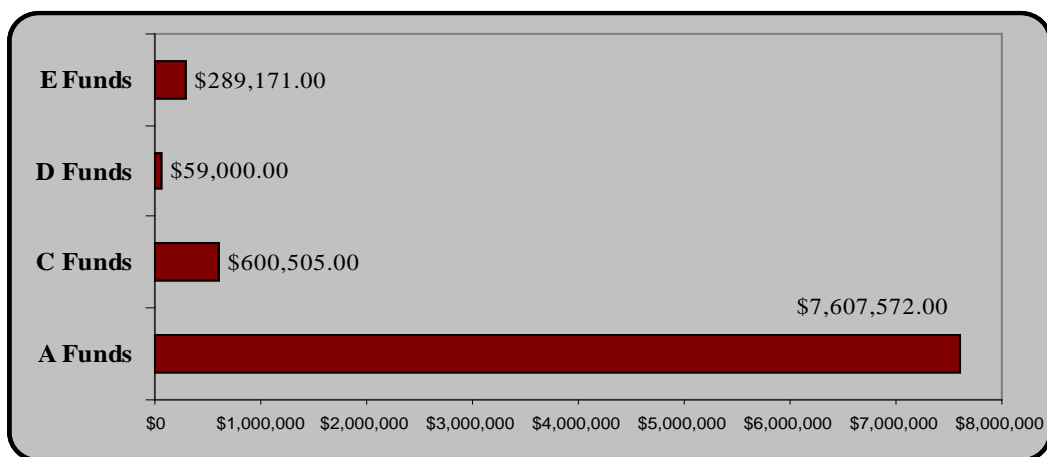
Chart 7.3-2 – SOURCE: U.S. Department of Education – IPEDS: Spring 2005 - USC Sumter’s extra expenditures are extremely modest since USC Sumter seeks to provide a quality educational experience comparable to four year colleges and universities. The IPEDS Peer comparison data does not aspire to provide the same experience. The comparison of core expenses per FTE student for four year colleges and universities indicate the expenditures are within range.



Source of Funds

E Funds are generated from “Other Fees” that include student fees for technology, continuing education, parking, and security. D Funds are generated from student activity fees. C Funds are generated from auxiliary services such as the bookstore and food service. A Funds are generated from appropriated funds, tuition and fees, and local county funding.

USC Sumter Current Funds Budget FY05-06, total by fund type: **Chart 7.3-3**



OPERATING PERFORMANCE WITHIN THE FUNDS BUDGETED:

1. Measurements against a budget allocation,
2. goals for turn-around time, or
3. the number of transactions managed speaks to the financial operational efficiencies and the agency's ability meets its mission and financial obligations.

Chart 7.3-4 shows that the dollars spent versus dollars allocated. This reveals good stewardship of the funds with no over expenditures. All data is audited except as noted.

Year	Budget	Expenditure	Variation
2001-2002	\$7,753,396	\$7,650,686	\$102,710
2002-2003	\$8,053,818	\$7,639,464	\$414,354
2003-2004	\$7,880,370	\$7,614,943	\$265,427
2004-2005	\$8,031,404	\$7,883,025	\$148,379
2005-2006 ¹	\$8,444,432	\$8,364,813	\$79,619

USC Sumter's Major Capital Construction Projects completed in 2005 which included:

- * USC Sumter does not have any South Carolina State Capital monies available for 2006
- * Appropriated funds were used to resolve flooding problems around the Business Administration Building

¹ FY 06 Projected and unaudited.

C7.4 WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON WORK SYSTEM PERFORMANCE, FACULTY AND STAFF LEARNING AND DEVELOPMENT, AND FACULTY AND STAFF WELL-BEING, SATISFACTION, AND DISSATISFACTION?

Chart 7.4-1 Increasing faculty scholarship productivity includes publications, research, proceedings, presentations, performances and readings, juried exhibitions, and creative endeavors.

YEAR	Faculty Scholarly Activity
2005	134
2004	96
2003	121

Chart 7.4-2 Increasing the amount of externally funded grants

YEAR	
2005	\$263,682
2004	\$260,182
2003	\$262,079

Chart 7.4-3 Scholarly Research Database FY 2005

Books	2 Books
	2 Book Contracts
	1 Book Proposal
	5 Refereed Articles
	1 Encyclopedia Entries
Presentations	17 National/International Presentation
	4 Regional Presentations
	5 Newsletter Articles
Performances	3 Performances

Chart 7.4-4 Faculty Salaries – Based on being at or within 75% to 95.9% of the national average salary where the national average salary is that reported by AAUP for the type institution and inflated to the current year by legislative pay increases. The 2005-2006 AAUP average for 2 year public institutions with academic rank is \$52,719. The “average USA 2 year data in the chart includes 2 year institutions without rank from SREB.

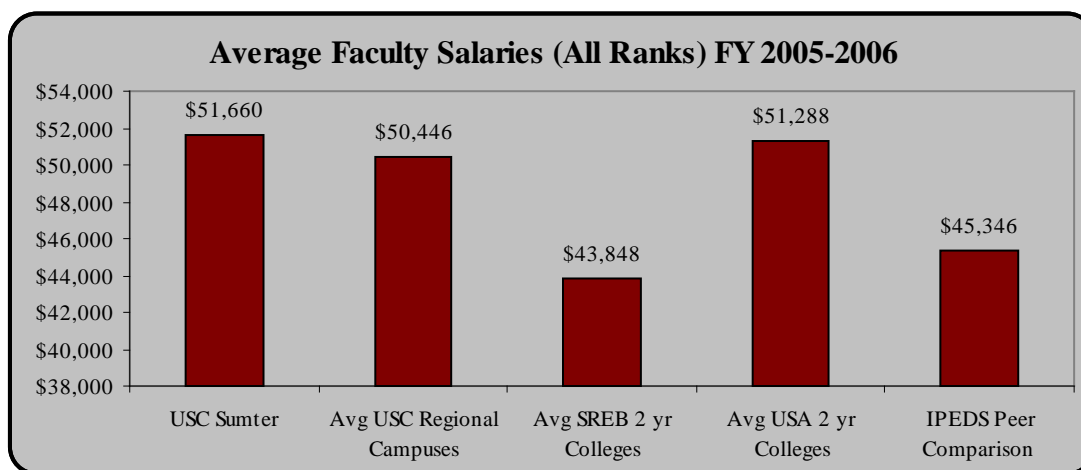
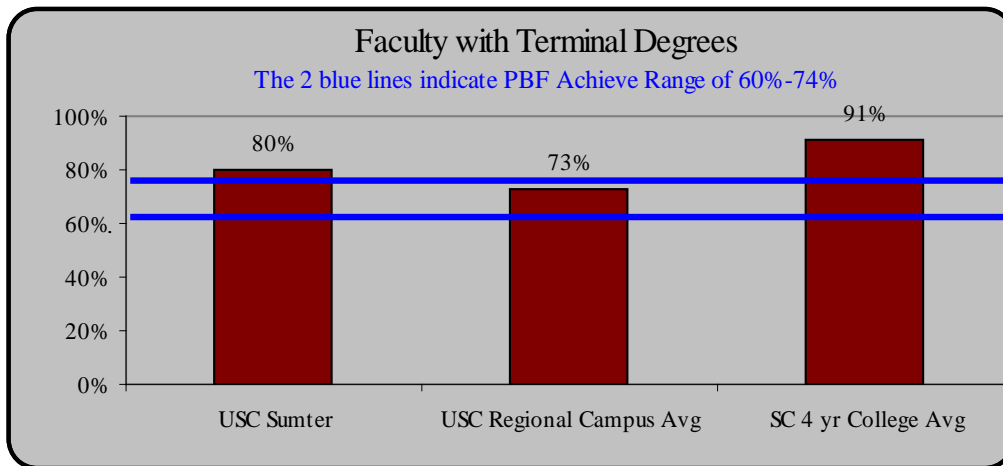


Chart 7.4-5 Faculty with Terminal Degrees – The quality of the faculty is represented by the academic and other credentials of professors and instructors. As defined in Performance Funding - Act 359, the range to meet the average standard of performance is 60% - 74%. USC Sumter exceeded the average standard for all ten years of PBF reporting.

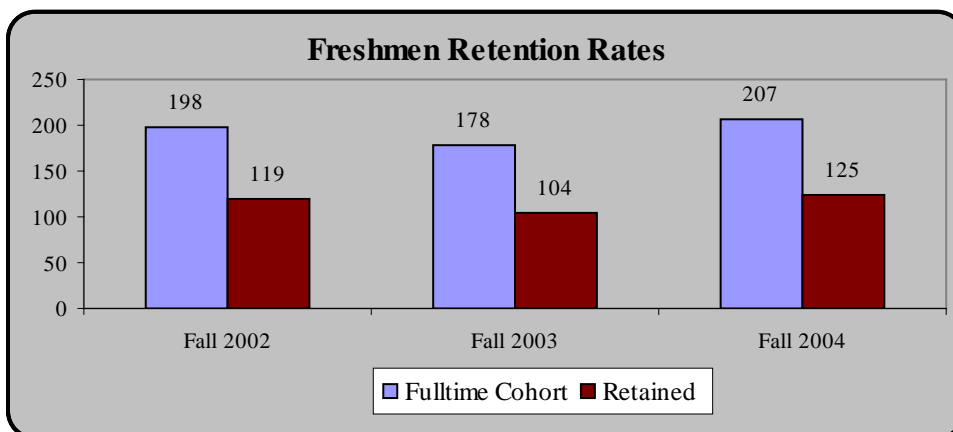


C7.5 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES ON ORGANIZATIONAL EFFECTIVENESS

* # of applications for Fall 2005 admission, undergraduate, 885.

* # of admissions for Fall 2005, undergraduate, 547.

Chart 7.5-1 Freshmen retention rates for classes entering Fall 2002, Fall 2003, Fall 2004



* **Number of graduates in Fall 2004, Spring 2005, and Summer 2005, associate degrees:**

- Fall 2004 – 14 Associate Degrees
- Spring 2005 – 37 Associate Degrees
- Summer 2005 – 14 Associate Degrees

* **Four Year Graduation Rates:**

- 1996 Cohort – 163 in the cohort – 55 w/Associate degrees – 33.74%
- 1997 Cohort – 170 in the cohort – 64 w/Associate degrees – 37.65%
- 1998 Cohort – 158 in the cohort – 44 w/Associate degrees – 27.85%

* **Six Year Graduation Rates:**

- Success Rate for Fall 2002 (1999 cohort of 184) – 65.8%
- Success Rate for Fall 2003 (2000 cohort of 193) – 52.3%
- Success Rate for Fall 2004 (2001 cohort of 175) – 69.2%

* **Total credit hours generated for Fall 2004, Spring 2005 and Summer 2005:**

- Fall 2004: 10,883
- Spring 2005: 9,583
- Summer 2005: 2,104

Chart 7.5-2 USC Sumter Student Development Transcript Assessment of Activity.

The broad categories of student development outside the classroom included in the Student Development Transcript System include communication skills, community service, critical thinking, cultural and fine arts, leadership development, moral development physical development, social and interactive skills development, and volunteer service to the University.

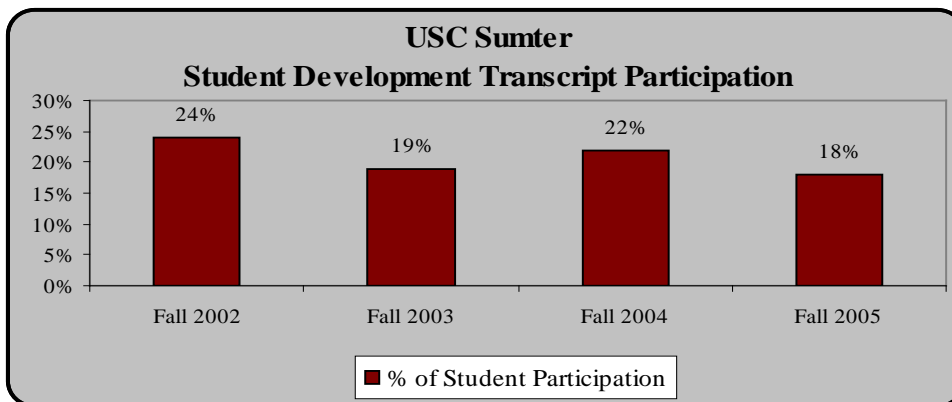


Chart 7.5-3a-c Spring 2006 USC Sumter Advisor Satisfaction

Chart 7.5-3a – USC Sumter is mandated by Act 359 (Performance Funding) to ask students the following question. Please indicate your satisfaction with the availability of your academic advisor by choosing one response from the scale below. (In selecting your rating, consider the advisor's availability via office hours, appointments, and other opportunities for face-to-face interaction as well as telephone, e-mail, and other means.)

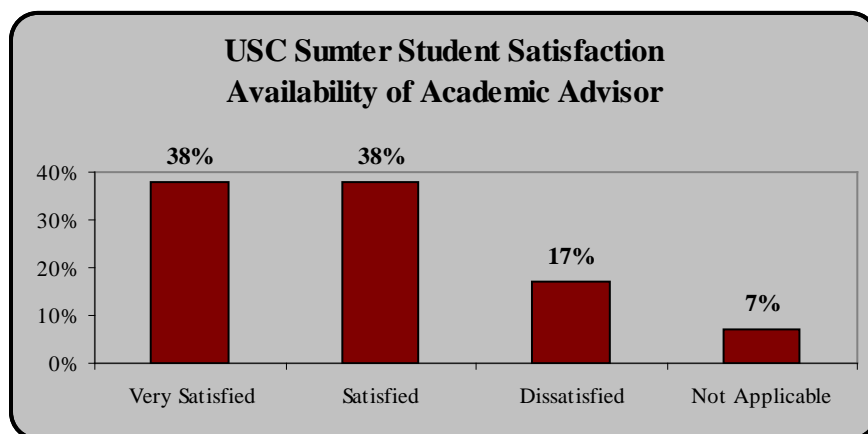


Chart 7.5-3b USC Sumter students are surveyed on the courteous manner in which their academic advisement conference is conducted.

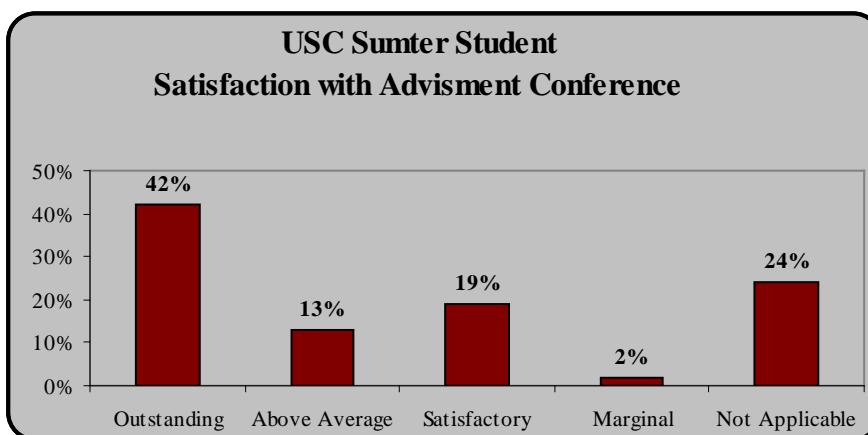


Chart 7.5-3c USC Sumter students are surveyed about the ultimate responsibility for making decisions about educational plans and life goals, along with the academic advisor's assistance in student development of meaningful educational plans that are compatible with the student's life goals.

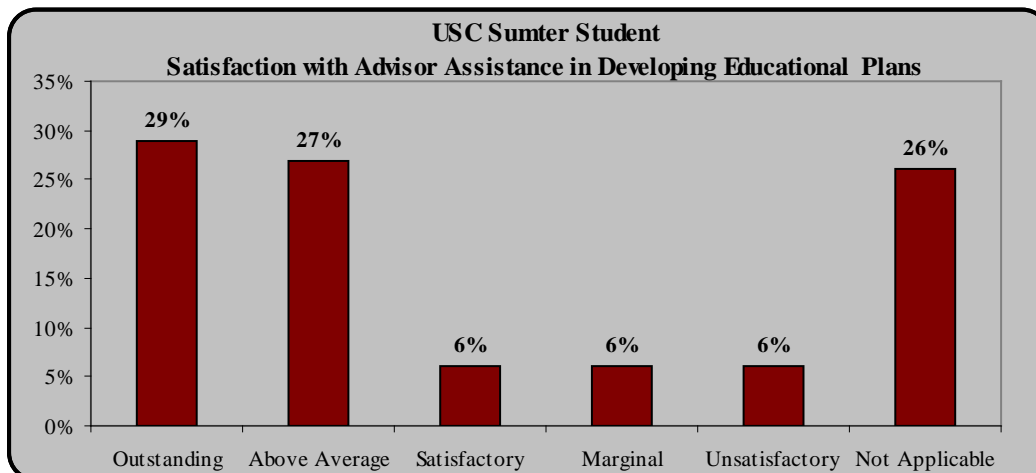


Chart 7.5-4a-b USC Sumter Library Assessment Results:

Up-to-date resources are available in a variety of formats in all subject areas to support the institution's course offerings. Traditional resources continue to be the library's key assets that are further enhanced by electronic resources and other new informational technology. Faculty members actively participate in the development of library's print and electronic resources and are encouraged to select resources in their subject areas which will aid them in teaching, research, and scholarship.

Collection evaluation against standard bibliographies is an ongoing process essential to providing balanced and usable resources. The previous analysis was completed using print resources and was labor intensive and time consuming. That evaluation provided the framework for faculty to select new resources to add to the library's collection. The latest evaluation has been done electronically by comparing our collection to the latest electronic version of **Books for College Libraries** and **Reference Books for College Libraries**. The library has made significant progress in building the collection as evidenced by the following charts:

Chart 7.5-4a USC Sumter Library Resources

Collection Statistics	2000/01	2001/02	2002/03	2003/04	2004/05
Total Volumes (Print)	57088	60053	63058	64835	66707
Total Micro text	12938	12938	12938	12938	12938
Total Media	867	883	913	923	923
Total Periodicals (Print)	224	224	170	108	108
CD ROMs and Software	82	105	155	280	330
E Books	0	0	0	7164	7164
Total Holdings (All Formats)	71199	74203	77234	86248	88170

Chart 7.5-4b Anderson Library Patron Use Statistics

Patron Statistics	2000/01	2001/02	2002/03	2003/04	2004/05
Use (Databases)	48984	49400	65732	105702	144521
Circulation (Print)	8962	6789	6350	5654	6129
In-Building Use	2241	2851	2540	1812	2145
Reference Inquiries	19656	25480	32600	14560	35136
Individual Instruction	4914	6370	8150	3640	8784
Lectures	51	40	47	53	72
Interlibrary Loans	504	835	1138	1259	1515
Online Use (Catalog)	3681	7122	12542	18301	24018

C7.6 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES RELATED TO LEADERSHIP AND SOCIAL RESPONSIBILITY: ACCOMPLISHMENT OF YOUR ORGANIZATIONAL STRATEGY AND ACTION PLANS

Each year employees of the University are asked to support the institution with an annual gift through the University Family Fund. The results for the past two years have been remarkable. USC Sumter led all campuses of the USC System in participation with more than 95% of all staff and faculty making gifts to the fund.

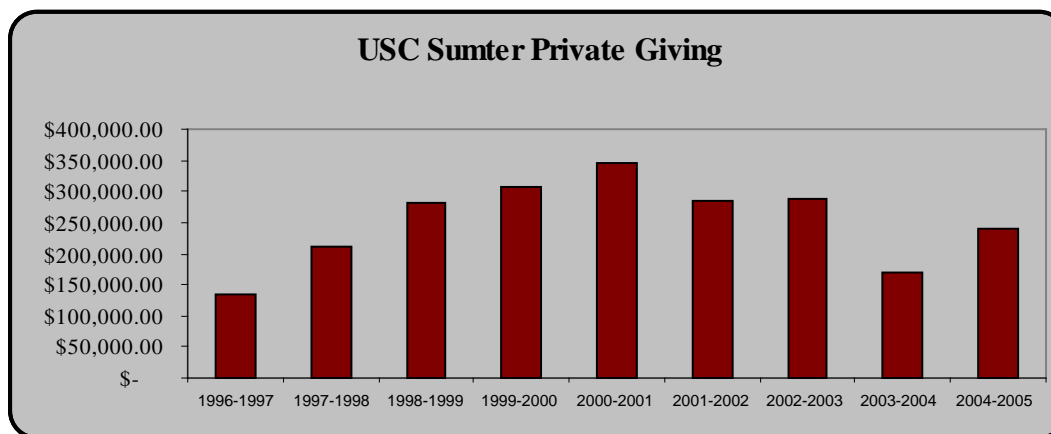
Chart 7.6-1 2004 Family Fund Campaign System Campuses

Campus	# of Employees	# of Donors	Participation	Amount
USC Aiken	374	276	74%	\$ 54,663.87
USC Beaufort	108	44	41%	\$ 15,397.00
USC Lancaster	75	18	24%	\$ 12,492.97
USC Salkehatchie	52	10	19%	\$ 2,827.00
USC Sumter	117	114	98%	\$ 17,189.74
USC Union	31	5	16%	\$ 1,530.50
USC Upstate	465	116	25%	\$ 57,241.23
Overall Totals	1222	583	48%	\$ 161,342.31

Chart 7.6-2 Family Fund Last Three Years

Year	USC Sumter Participation	Total Dollars
2003	92 %	\$ 17,398.08
2004	98 %	\$ 17,189.74
2005	96 %	\$ 13,520.00

Chart 7.6-3 Private Giving



Each year USC Sumter participates in a community-wide event to raise money for a health related organization. In 2004 and 2005 the campus participated in the American Heart Association annual Heart Walk and finished as one of the top educational institutions in the event. In 2006 USC Sumter decided to initiate a Great Strides walk on campus for the Cystic Fibrosis Foundation. The impetus for this was the child of an employee who suffers from CF. This walk was also quite successful and plans call for hosting it again in 2007.

USC Sumter, in conjunction with, Morris College, Central Carolina Tech and the Chamber of Commerce sponsors the Martin Luther King Dream Walk each year on the weekend of Martin Luther King, Jr. day. This event has been extremely successful.

USC Sumter has a significant economic impact on the region and community it serves. USC Sumter's academic and community programs and initiatives include:

- ✿ **Role Models to Success** <http://www.uscsumter.edu/role/rolemod.html>, which invites middle school and high school students from Sumter, Clarendon, Lee, and Kershaw counties to attend programs that demonstrate the importance of higher education and hard work in being successful.
- ✿ **Annual Math-Science Contest** which serves academically gifted high school juniors and seniors from Sumter and surrounding counties. The contest motivates students to pursue higher education in the areas of science and math. The top award for the winning junior contestant is the Charles F. Denny Scholarship for Achievement in Science and Math, which covers half of USC Sumter's tuition for one academic year.
- ✿ **USC Sumter's Spring Poetry Contest** which encouraged Sumter area K-12 students to submit original poems for competition and prizes. The contest is intended to instill an appreciation for poetry
- ✿ **Center for the End of Life** <http://www.uscsumter.edu/center/life.html> which provide leadership and professional and community education toward improving end of life care in Sumter, Lee, Clarendon, Kershaw, & Williamsburg counties.

Chart 7.6-4 Economic Impact

	Economic Output	Income	Employment Impact
USC Sumter	\$25.1 Million	\$10.7 Million	367 Jobs
USC Lancaster	\$21.9 Million	\$8.9 Million	362 Jobs
USC Salkehatchie	\$14.9 Million	\$5.8 Million	263 Jobs
USC Union	\$7.2 Million	\$2.9 Million	108 Jobs

Chart 7.6-5a-b USC Sumter's Long Range planning process and natural progression shows the organizational strategy uses and how action plans progress.

Chart 7.6-4a

Chart 7.6-4b

